DOCUMENT RESUME

ED 313 815 EA 021 524

TITLE	Safe Schools: A Planning Guide for Action.
INSTITUTION	California State Dept. of Education, Sacramento.; California State Office of the Attorney General, Sacramento. Crime Prevention Center.
PUB DATE	89
NOTE	133p.
AVAILABLE FROM	Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($4.25).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Crime Prevention; *Educational Environment; *Educational Facilities Improvement; Elementary Secondary Education; Organizational Climate; School Organization; *School Safety; School Security; Student Subcultures

ABSTRACT

Every community in this nation wants safe, orderly school campuses, but we remain far from reaching that objective. Crime and safety issues continue to plague America's schools and to interfere with the education of our children. This document provides a framework for school improvement that specifically addresses crime and safety. Chapter 1, "The Safe School Challenge," presents legal, ethical, and educational rationales supporting the importance of safe school planning; a blending of goals for safe schools and effective schools provides the best basis for successful planning. Chapter 2, "The Safe School Model," outlines a safe school model consisting of four interacting components that each contribute to the overall school environment. Chapter 3, "Planning for Safe Schools," examines considerations in forming and motivating a broad-based committee along with the skills, methods, and steps needed to implement a comprehensive and collaborative planning process. Chapter 4, "Safe School Strategies and Actions," presents possible actions and strategies for prevention, intervention, and restructuring programs keyed to each of the four school environment components. The appendices, containing technical data for developing a safe school plan, include the "California State Board of Education's Policy on School Safety, Discipline, and Attendance"; sample questionnaires; checklists; planning forms; and 12 references. (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED313815

SAFE SCHOOLS: A PLANNING GUIDE FOR ACTION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
T. Smith
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 021 524

1989
California State Department of Education,
School Climate and Student Support Services Unit
California Office of the Attorney General,
Crime Prevention Center

EA

SAFE SCHOOLS:
A PLANNING GUIDE FOR ACTION

California State Department of Education, School Climate and
Student Support Services Unit

California Office of the Attorney General, Crime Prevention Center

---

Sacramento, 1989

Publishing Information

Safe Schools: A Planning Guide for Action was developed jointly by the California State Department of Education and the Office of the Attorney General, working in cooperation with the Ventura County Superintendent of Schools Office. For a list of all those involved in the production of the *Guide*, see the Acknowledgments. The document , which was published by the two state agencies in cooperation with the Ventura County Superintendent of Schools Office, was distributed in accordance with the provisions of the library Distribution Act and *Government Code* Section 11096.

Copyright © 1989, California State Department of Education

Copies of this *Guide* are available for $4.25 each, plus sales tax for California residents, from the Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802. For a list of all the publications currently available from the Department of Education, you may write to the Sales Unit or call (916) 445-1260.

ISBN 0-8011-0799-7

CONTENTS

Preface .... *v*

Acknowledgments .... *vii*

Chapter 1: The Safe School Challenge 1

This chapter examines the detrimental influence of crime on school campuses and emphasizes the need for collaborative planning for safe schools. Legal, ethical, and educational rationales supporting the importance of safe school planning are presented. It is proposed that a blending of the goals for safe schools and effective schools provides the best basis for successful planning for safe schools.

- School Crime and School Safety 1
- What Is a Safe School? 2
- Why Is Planning for Safe Schools Necessary? 2
- Who Is Responsible for School Safety? 3

Chapter 2: The Safe School Model 5

This chapter provides the reader with an understanding of the factors affecting school safety. A safe school model is provided consisting of four interacting components, each of which contributes to the overall school environment. How the four components interrelate with effective school factors is discussed.

- Components of the Safe School Model 5

Chapter 3: Planning for Safe Schools 15

This chapter presents procedures to develop and implement a written plan for a safe school. Considerations in forming and motivating a broad based committee are presented along with the skills, methods, and steps needed to implement a comprehensive and collaborative planning process. A discussion is presented on how to use existing data sources in planning and evaluation.

- Overview of a Planning Process Model 15
- Step 1 – Develop the Climate for Action 16
- Step 2 – Establish the Committee 18
- Step 3 – Develop a Vision and Establish Goals 19
- Step 4 – Collect and Analyze Data 19
- Steps 5, 6, and 7 – Identify Priorities and Objectives, Implement Activities, and Evaluate the Plan 28

Chapter 4: Safe School Strategies and Actions 31

This chapter presents possible actions and strategies for prevention, intervention, and restructuring programs keyed to each of the four school environment components. The need for an individualized action plan prepared by the school safety committee is stressed.

- The Next Step 31
- Strategies and Actions for Component 1– Personal Characteristics of Students and Staff 32
- Strategies and Actions for Component 2 – The School's Physical Environment 34
- Strategies and Actions for Component 3 – The School's Social Environment 37
- Strategies and Actions for Component 4 – The School's Cultural Environment 43

Appendices 49

The appendices provide further technical information needed to develop a safe school plan. The California State Board of Education's Policy on School Safety, Discipline, and Attendance; sample questionnaires; checklists; planning forms; and references are included.

A. California State Board of Education's Policy on School Safety, Discipline, and Attendance 51
B. Inalienable Right to Safe Schools 55
C. California School Safety Trends 57
D. Outsiders and Other Interference 59
E. Behavioral Consequences 61
F. Precautions to Consider When Using School Crime Statistics 65
G. Worksheets and Questionnaires 67
H. Interagency Information Exchange Forms 107
I. Important School Safety Code References 115
J. School Safety Components and Effective Schools Correlates 117
K. Citations 120
L. References 121

PREFACE

Every community in this nation wants safe, orderly school campuses, but we remain far from reaching that objective. Crime and safety issues continue to plague our schools and to interfere with the education of our children. School improvement planning must specifically address crime and safety. This is difficult, but it is a worthwhile challenge for all of us.

This document is provided to meet that challenge. It is a guide to assist you in the planning process to make your school safer and more effective. We began with a premise that schools cannot meet this challenge alone. Creating safe and orderly campuses requires the participation of schools, law enforcement, juvenile justice agencies, businesses, parents, and the community. It must be a total community effort, and the involvement of the community in the planning process is as valuable as the plan itself.

We also acknowledge the complexity of the challenge in the face of the rapidly changing demographics of this state, home values, and social conditions in the community. Schools and their partners in school safety planning must consider a multitude of paramount issues: racial and cultural tensions, the increasing numbers of students who are non- or limited-English speaking, the changing family structure, and the abuse of drugs and alcohol. The prevailing attitude established throughout the school must be respect for all individuals, including those of other cultural and ethnic backgrounds, and for the rights and property of others.

This publication provides a framework for the process and the plan. It includes a model for a safe school, a step-by-step guide for establishing safe schools, and specific examples of actions and strategies.

This document is a joint effort of the Superintendent of Public Instruction and the Attorney General through their School/Law Enforcement Partnership. If you want more information concerning the Partnership, the use of this guide, or the availability of assistance in planning for school safety, contact either agency:

School Climate and
Student Support Services Unit
State Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
916/322-6352

Crime Prevention Center
Office of the Attorney General
P.O. Box 944255
Sacramento, CA 94244-2550
916/324-7863

ACKNOWLEDGMENTS

The State Department of Education and the Office of the Attorney General, through their School/Law Enforcement Partnership, sincerely appreciate the efforts of the many persons who participated in the development of this planning guide. The two agencies are especially grateful for the help of many individuals, including representatives of organizations, institutions, agencies, and particularly the Ventura County Superintendent of Schools Office, whose staff and associates, under the guidance of **Richard L. Morrison**, Project Director and Coordinator of Pupil and Adminstrative Services, developed the conceptual framework of this guide.

The Department of Education and the Office of the Attorney General also thank those who assisted in the writing of this document. **Donna Clontz**, Director, Juvenile Justice Project for the Criminal Justice Legal Foundation, and **Michael Furlong**, School Psychologist, Santa Barbara High School District, are especially recognized for their help. Additionally, **Steve Kingsford**, Assistant Superintendent, Ventura County Superintendent of Schools Office; **Ann Panizzon**, Director, Center for Law Related Education; **Keith Parks**, Detective, Ventura County Sheriff's Department; **Karen Rosemond**, Secretary, Ventura County Superintendent of Schools Office; and **Gretel Compton**, Graphic Artist, Ventura County Superintendent of Schools Office were important contributors to this document's design, development, and content.

These technical advisors are also recognized for their time in reviewing the document for accuracy and appropriateness: **Barbara Baseggio**, Consultant, School Improvement Unit, State Department of Education; **John Burton**, Consultant, San Bernardino County Office of Education; **Jack Dugan**, Director, Crime Prevention Center, Office of the Attorney General; **Vicky Leavitt-Elder**, Writing and Publications Consultant; **Dolores Farrell**, Crime Prevention Specialist, Office of the Attorney General; **Gary Ensign**, Publication Specialist, Crime Prevention Center, Office of the Attorney General; **Lupe Green**, Clinical Social Worker and Consultant, School/Law Enforcement Cadre; **Michael Hersher**, Attorney, State Department of Education; **Michael Jett**, Crime Prevention Program Supervisor, Office of the Attorney General; **W. Leslie Kendall**, Consultant, School/Law Enforcement Cadre; **Allan Keown**, Attorney, State Department of Education; **Julie Kniseley**, Editorial Technician, Crime Prevention Center, Office of the Attorney General; **Vivian Linfor**, Staff Services Analyst, School Climate and Student Support Services Unit, State Department of Education; **Lee Lundberg**, Director, Attendance and Support Services, San Leandro Unified School

District; **Frank Onciano**, Officer, Berkeley Police Department; **Alex Rascon, Jr.**, Police Chief, San Diego City Schools; **Buren R. Simmons**, Supervisor, Youth Relations and Crime Prevention, Los Angeles Unified School District; **James W. Smith**, Assistant Superintendent (retired), San Ramon Valley Unified School District; **Fred Tempes**, Assistant Superintendent, Instructional Support Services Division, State Department of Education; and **Mary Tobias Weaver**, Director, School Climate and Student Support Services Unit, State Department of Education.

Finally, the Department of Education and the Office of the Attorney General express their gratitude to the other many contributors who are too numerous to name. They provided suggestions and directions that make this guide a valuable tool to the site administrator preparing to develop and implement a safe school plan.

1

THE SAFE SCHOOL CHALLENGE

Chapter 1

THE SAFE SCHOOL CHALLENGE

> *The high level of crime and violence among the young has serious consequences for the quality of school life. What can and should schools do? How can schools insure a safe learning environment? Trying to provide answers to these vexing questions is one of the great challenges facing schools. Although programs to curb crime, vandalism and violence in schools do exist...no one knows what works in all schools...One thing that is certain is that failure to acknowledge the problem is an invitation to disaster.*
>
> (Source: McEvoy, 1988. Reprinted by permission of the publisher, Learning Publications, Inc.)

SCHOOL CRIME AND SCHOOL SAFETY

Increased attention to school crime reflects the growing concern for safety in our society. It is not surprising, therefore, to find the increases in crime and violence in the community causing a heightened concern about school safety. School crime statistics reported by the Department of Education from July 1, 1987 through June 30, 1988 show the following:

- There were 4.4 million students in California public schools.
- The dollar loss to school districts as a result of a variety of property crimes was reported to be $24,471,680. (Nearly one-half of this dollar loss was the result of arson.)
- A total of 162,061 school crimes were reported. This figure most likely underrepresents the actual number of school crimes.
- Reported incidents of vandalism totaled 41,331.
- Incidents of assault, attack, or menace totaled 59,973.
- There were 789 incidences of reported handgun possession. This figure represents a 28 percent increase from the previous year.
- There were 7 reported homicides involving student victims that occurred on public school campuses or on the route between home and school.

The challenge to provide safe schools requires a coordinated and comprehensive effort at elementary, junior high, and high schools. Moreover, the importance of early prevention efforts makes planning at elementary schools even more vital.

WHAT IS A SAFE SCHOOL?

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students' affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.

WHY IS PLANNING FOR SAFE SCHOOLS NECESSARY?

Students, as well as the social concerns and stresses they bring to school, have changed dramatically over the years. Poverty, the changing family structure, drugs, racial and cultural tensions, media influences, and other social stressors all affect the school's climate. In addition, school environments or staff that reflect insensitivity or, in some situations, abusiveness toward students, also undermine the educational process. All of these dynamics combined and taken to extremes can result in violence, disruptive or criminal behaviors, and social isolation.

Without first establishing discipline and maintaining order, teachers cannot begin to educate their students. And apart from education, the school has the obligation to protect pupils from mistreatment by other children, and also to protect teachers themselves from violence by the few students whose conduct in recent years has prompted national concern.

(Source: United States Supreme Court Justice Lewis Powell, New Jersey v. TLO, 1985)

Planning for safe schools is an essential and important process to confront the issues that interfere with learning and the operation of the school. Because every future drug user, suicide victim, gang member, dropout, child abuse victim, and arsonist was most likely at one time a kindergarten student, the school setting provides an excellent opportunity to encourage a student's positive development and to reduce the influence of personal and social stressors that result in negative development and antisocial characteristics. The planning process must ensure that all appropriate resources are coordinated within the school to meet students' educational and emotional needs.

In addition to educational and social reasons for safe school planning, there is a constitutional foundation for doing such planning. In June 1982, 56 percent of California's voters passed an initiative that added Article I, Section 28 (c) to the California Constitution which states that students and staff in our public schools have the inalienable right to attend school on campuses that are "safe, secure, and peaceful." (See Appendix B for the complete text of Article I, Section 28.)

Whether prompted by educational, social, or constitutional issues, the process of developing a plan for a safe school allows schools to identify their needs for safety and the methods through which they will provide opportunities to students and staff for maximum personal growth, development, and learning in a crime-free setting. The plan, if complete, contains not only techniques for minimizing or eliminating criminal activities, such as assaults, extortion, and drug peddling on school campuses, but also a combination of short- and long-term responses to school crime that are preventive.

WHO IS RESPONSIBLE FOR SCHOOL SAFETY?

Schools are increasingly at the center of society's efforts to cope with pressing social problems and are no longer isolated centers of academic training. Developing solutions to the social problems that affect the safety of a school requires expertise often far beyond that of educators. Although educators have the primary role in developing comprehensive school-site safety plans, it is a responsibility that they cannot shoulder alone. Now, more than ever, there is a need to work with community and law enforcement agencies in a concerted team effort to improve the safety of California's public schools.

Planning for safe schools is not an isolated or duplicative process of other school improvement efforts. It is one aspect of a comprehensive plan for an effective school and, as such, should be incorporated in the overall planning and evaluation processes already established within the school. The true challenge is to create safe and effective schools in which all students can learn and thrive. Our response to this challenge will determine the success of public education in California in the Twenty-first Century.

2

THE SAFE SCHOOL MODEL

Chapter 2

THE SAFE SCHOOL MODEL

> ***School safety cannot be separated from school performance. A safe school is a successful school, and a successful school is a safe school. When students and teachers can focus their energies on learning rather than danger, achievement is higher.***
>
> ***Unfortunately, however, schools have often attempted to solve school safety concerns exclusively through the use of law enforcement techniques, rather than trying to improve the overall school and community climate. School safety concerns move from the community through the schoolhouse gate and into the classroom. And that's exactly where school safety problems must be solved: in the community, on the school grounds, and in the classrooms.***
>
> (Source: Los Angeles County Office of Education, 1987)

COMPONENTS OF THE SAFE SCHOOL MODEL

Research and ongoing experiences about creating effective school climate provide the best basis for safe school planning and reveal the most influential components of the school environment. The framework for the safe school model described in this publication includes four components that interact and affect the overall safety of the campus. The four components are the personal characteristics of students and staff, the school's physical environment, the school's social environment, and the school's cultural environment. A comprehensive approach to school safety must address each of the four components to create a safe and optimum learning environment.

Send a Message!

Discourage ridicule, put downs, and favoritism. Send a message..."We treat everyone with respect and dignity."

(Edmonds, 1979)

Component 1 – Personal Characteristics of Students and Staff. The personal characteristics of students and staff include the ethnic and cultural backgrounds, health concerns, and life experiences that students, teachers, administrators, and other school personnel bring to the school. These characteristics reflect the social and economic conditions of the community and affect the school's physical, social, and cultural environments. While personal characteristics and past life experiences cannot be modified, current life experiences can be greatly influenced through appropriate school safety planning and actions. Two major objectives of safe school planning are (1) to develop insight and understanding on how existing personal characteristics affect a school's physical, social, and cultural environments, and (2) to determine how the school experience can address these elements. A summary of planning goals for this component can be found in Figure 2.1.

Component 2 – The School's Physical Environment. The school's physical environment of schools is the most traditional school safety component. It includes security practices, such as installing required public signs, appropriate lighting, fencing, and alarms. In conjunction with security, the school's location and appearance, and the maintenance of the school's grounds, buildings, and classrooms create the overall physical environment.

Risk Management

Every district has an insurance carrier or, if self-funded, a third party administrator. The risk management training and experience of these professionals should be used to produce a risk management plan for the district and for each school site. Staff trained in risk management should be designated at the district level and at each site as risk managers. On a regular basis, they should be furnished with information about the amounts and types of claims received so they know where to concentrate their attention. A local and state network of all those with risk management responsibility can be organized for training and regular exchange of ideas. By planning ahead, schools can prevent losses and children and staff can be protected from harm.

Many of the physical features of the school cannot be altered and, thus, safety policies and procedures must be developed accordingly. Effective security procedures, timely maintenance, cleanliness, and the appearance of the grounds, buildings, and classrooms can be modified. It requires planning and action. The proper use of risk management techniques allows school personnel to recognize and evaluate physical hazards and activities that can cause injuries or property loss. The objective is to correct those situations and eliminate the risk.

Any school can create an environment that is inviting and promotes safety, pride, ownership, and freedom from fear. Such physical environments enhance school climate and are an essential interrelated component of safe schools. A summary of planning goals for this component can be found in Figure 2.2.

Component 3 – The School's Social Environment. The personal characteristics of students and staff and the school's physical environment create the setting for safe schools. It is within the school's social environment, however, that the dynamics of interpersonal relationships among students, teachers, administrators, and parents are formed. The styles of leadership; the attitudes of school staff toward students, parents, and teaching;

that affect school safety. Working toward safer and more effective schools demands an evaluation of how the principal, staff, students, parents, and representatives from law enforcement, juvenile justice, and the community interact and participate in the planning and decision-making processes of the school. A summary of planning goals for this component can be found in Figure 2.3.

Component 4 – The School's Cultural Environment. The school's cultural environment is perhaps the most accurate measure of the overall climate of the school. It includes the implicit assumptions, expectations, and knowledge that students, parents, and staff have about how the school should function and how individuals in school should act. They also include the formal and informal rules, norms, beliefs, and values that govern the day-to-day behaviors of students, staff, and administrators.

A positive cultural environment includes a high level of respect, affiliation, and bonding among students and staff. Behavioral and academic expectations are well established and accepted. The rules of the school are understood, accepted, and consistently enforced. Desirable behavior also is recognized and supported regularly. A summary of the planning goals for this component can be found in Figure 2.4.

What Is School Culture?

When you walk into a school, you may get a global impression of the school's distinctive tone or character. What cues lead to that impression? The walls and their decorations, the floors and the way they are polished, the demeanor of students and staff walking through the halls, the nature of the instruction that takes place in classrooms, the relationships between staff and administrators? Behind or beneath the cues . . . lies a shared set of organizing principles called culture.

(Source: Erickson, 1987. Reprinted by permission of Sage Publications, Inc.)

Figure 2.1
SAFE SCHOOL MODEL
Component 1 – Personal Characteristics Of Students And Staff

The traits that students, teachers, administrators, and other school personnel bring to the campus.

SAFE SCHOOL ELEMENT	PLANNING CONSIDERATION/GOAL
ETHNIC/CULTURAL DIVERSITY	All backgrounds of students are acknowledged, respected, and incorporated in the school curriculum and activities. Bilingual and English as a second language (ESL) programs are provided; cultural integration efforts are incorporated in orientation and guidance programs.
LIFE EXPERIENCES OF STUDENTS AND STAFF	Social service support systems are coordinated with schools to provide needed services (e.g., food, clothing, shelter, protective services, parenting classes, support groups). Curriculum and special programs are designed and modified to address issues relevant to student body (e.g., gangs, drugs, family structures).
STAFF EXPERTISE	Quality staff members representing the gender and racial or ethnic backgrounds of students and having diversified expertise are recruited to work effectively with students. Staff receives ongoing in-service training to meet the changing needs of the student body (e.g., conflict resolution, cultural awareness, ESL, alcohol and other drug use prevention, child abuse reporting requirements).
PHYSICAL/HEALTH CONCERNS	Education programs are geared to specific health issues (e.g., nutrition, alcohol and other drug use prevention). Schools coordinate with community health services for prevention and intervention programs for students and their families.

Figure 2.2
SAFE SCHOOL MODEL
Component 2 – The School's Physical Environment

The physical setting and conditions in which education takes place.

SAFE SCHOOL ELEMENT	PLANNING CONSIDERATION/GOAL
SCHOOL LOCATION	The school, whether or not it is in close proximity to businesses and commercial centers, is an integral part of the community through its role in interagency efforts and community activities. The school seeks the cooperation of nearby businesses to obtain information on possible student crimes and truancy (such cooperation can discourage crime near school campuses which can affect the safety on the school campus). The school is alert to exposure to safety hazards, such as toxins or heavy traffic from nearby commercial areas.
SCHOOL GROUNDS	The campus perimeter is secure from criminal activity. The campus is closed to outsiders, and access signs are displayed prominently at entry points (PC §§ 627.2, 627.5, and EC § 32211). Vehicles do not have easy access to school grounds. Places for loitering are limited, bathrooms are patrolled, lockers are visible for supervision, and appropriate lighting is installed in hallways. Physical conditions that could lead to accidental harm (e.g., damaged fences, lights, and broken glass) are promptly corrected. The school has adequate fencing for swimming pools, proper protection against slipping in hallways and stairwells, adequate protection against falls from recreation equipment, and landscape designs that prevent students from climbing to dangerous heights. The school policy for dealing with vandalism includes procedures for painting over graffiti before students arrive on campus and replacing broken windows immediately.

(Continued on next page)

(Continued from page 9)

Figure 2.2
SAFE SCHOOL MODEL
Component 2 – The School's Physical Environment

The physical setting and conditions in which education takes place.

SAFE SCHOOL ELEMENT	PLANNING CONSIDERATION/GOAL
SCHOOL BUILDINGS/ CLASSROOMS	School buildings and classrooms are well maintained and attractive, free of physical hazards, and designed to prevent criminal activities. Classrooms have an appropriate amount of space for the student-teacher ratio and are decorated in an interesting manner.
INTERNAL SECURITY PROCEDURES	Standard incident reporting procedures are used. Valuables and equipment are inventoried properly, engraved for identification, and stored securely. Campus security is coordinated with law enforcement. Parents and volunteers are recruited as monitors. The community uses school in off-hours. The school and community cooperate in crime prevention efforts.

Figure 2.3

SAFE SCHOOL MODEL

Component 3 – The School's Social Environment

The organizational and interpersonal processes that occur in and around the school.

SAFE SCHOOL ELEMENT	PLANNING CONSIDERATION/GOAL
LEADERSHIP	The Principal provides strong leadership, establishes positive style and tone, sets direction for school. The Principal seeks and wants ideas and suggestions from staff, students, parents, and community. The Principal recognizes the importance of staff attitudes toward and treatment of students and parents; the principal models and expects staff to demonstrate responsiveness, respect, consideration, and sensitivity. The Principal is readily available to all members of school community and is highly visible on campus and in classrooms. The Principal is actively involved in curricular matters.
SCHOOL ORGANIZATIONAL STRUCTURE	Students, parents, and staff participate in goal setting and know how decisions are made at school. Whenever possible, students and staff can make important choices. A contingency plan identifies procedures to follow during an emergency. Resources are available from nurses, counselors, psychologists, tutors, law enforcement, and community agencies to support students, parents, and staff.
CLASSROOM ORGANIZATION AND STRUCTURE	Classroom environments enhance learning and positive interaction among students and staff; classrooms are orderly. Personal and social skill development addresses self-esteem, self-identity, emotional development and management, student responsibility, social expectations, decision making, career decisions, goal setting, effective communication, and effective relationships.

(Continued on next page)

(Continued from page 11)

Figure 2.3

SAFE SCHOOL MODEL

Component 3 – The School's Social Environment

The organizational and interpersonal processes that occur in and around the school.

SAFE SCHOOL ELEMENT	PLANNING CONSIDERATION/GOAL
CLASSROOM ORGANIZATION AND STRUCTURE (continued)	Ability grouping and tracking are used sparingly and only for clearly defined educational objectives. There is a maximum use of instructional time; disruptions are minimized. Students are encouraged to work together on academic tasks through cooperative learning.
PARTICIPATION AND INVOLVEMENT	Students, parents, teachers, and the community are encouraged to be involved in curriculum planning and other safe school activities. Police and fire representatives participate in safety reviews of the campus, make presentations to students and staff, and assist staff to respond more effectively to school security and safety crises. Community support agencies such as mental health, child protective services, and juvenile probation participate actively in school matters. Parents are involved in decision making and policy formation; the home-school relationship is positive. Students, staff, and parents have a strong sense that what happens to the school is "my" concern.

Figure 2.4

SAFE SCHOOL MODEL

Component 4 – The School's Cultural Environment

The general atmosphere or spirit of the school.

SAFE SCHOOL ELEMENT	PLANNING CONSIDERATION/GOAL
AFFILIATION AND BONDING	Students and staff feel physically and psychologically secure from physical or verbal attacks. The dignity and heritage of each person is affirmed and respected. Students and staff are concerned about what happens to each other. Students and staff accept ownership for what happens at school. Students and staff work together with a minimum of favoritism shown.
BEHAVIORAL EXPECTATIONS	Expectations are clearly stated and known to everyone. Rules are realistic, practical, fair, and consistently enforced. The entire school community participates in developing behavioral expectations. The school models high moral standards, sends positive messages to students, and shows that the school-community expects the best effort and performance from everyone.
ACADEMIC EXPECTATIONS	Learning and productivity are valued, and success is expected of everyone. Clear and positive academic expectations decrease anxiety that occurs when academic standards are vague. Students and staff want and expect class time to be used efficiently.

(Continued on next page)

(Continued from page 13)

Figure 2.4

SAFE SCHOOL MODEL

Component 4 – The School's Cultural Environment

The general atmosphere or spirit of the school.

SAFE SCHOOL ELEMENT	PLANNING CONSIDERATION/GOAL
DISCIPLINE AND CONSEQUENCES	Consequences for violating behavioral and academic expectations are fair, known to, and understood by students and staff. Staff members respond fairly and consistently to violations, including disciplinary issues and criminal infractions. Policies and procedures are established for reporting all criminal behavior on the school campus to law enforcement. Disciplinary practices involve active participation of all staff, involve students in problem-solving situations, and focus on the cause of problems, not the symptoms. Discipline is a developmental process, not merely a punitive reaction.
SUPPORT AND RECOGNITION	Constructive, positive behavior is given appropriate recognition. Positive behavior is rewarded frequently and publicly when appropriate; rewards are varied and personal. Students and staff feel appreciated and receive consistent feedback to reinforce those feelings and behaviors.

3

PLANNING FOR SAFE SCHOOLS

Chapter 3

PLANNING FOR SAFE SCHOOLS

> *The Big Picture*
>
> ***A good principal will not separate a clean, safe, secure campus climate from what is taking place in the classroom – all are the curriculum.***
>
> (Source: Rubin Trinidad, Principal, William C. Overfelt High School, San Jose, California, 1986)

OVERVIEW OF A PLANNING PROCESS MODEL

The long-term success of safe school planning efforts depends on a large base of support for a critical evaluation of existing conditions, the selection of appropriate actions, and program implementation. Although safe school planning is ultimately a school-site effort, there must be support for such efforts from the district administration, school board, and community if resources are to be made available. The first step of the planning process, therefore, focuses on developing a climate in the school and community that supports critical evaluation and taking appropriate action. Without such a climate, safe school planning efforts are doomed to a short-lived existence and ultimate failure.

A major aspect of developing a positive climate for critical review and action is the establishment of a broad-based safe school committee. Schools participating in the School Improvement Program (SIP) that already have a School Site Council and Leadership Team do not need to form another planning group. Two or three additional representatives with safety expertise added to the Leadership Team may be all that are necessary to provide a broad base for developing and implementing the safe school plan.

Once the climate and committee are set, the planning process used to formulate a comprehensive safe school plan becomes a problem-solving activity. A clear vision of what is to be accomplished is established, and a basis for implementing, evaluating, and refining the program is developed. Typically, the planning steps include the following:

- Develop a vision and set goals.
- Collect and analyze data.
- Identify priorities and objectives.
- Select and implement activities.
- Evaluate the plan.

The recommended sequence of safe school planning steps is presented in Figure 3.1. Schools involved in SIP will note that these steps are similar to those used in the SIP planning process.

STEP 1 – DEVELOP THE CLIMATE FOR ACTION

It is important at the beginning of the planning process for the principal to assess the attitudes of the various district and school-site personnel, community agencies, and the community-at-large about school safety, the current safety practices at the school site, and the idea of working toward improvement. Attitudes can be measured quickly by asking whether one's attitudes toward current efforts in school safety are positive, neutral, or negative; and whether one feels positive, neutral, or negative about changing or improving the school safety efforts. This can be done by a show of hands in group settings or with short questionnaires distributed and returned for tallying. If the attitudes toward safety and change are positive, the planning process for enhancing school safety will be an easy one. If there are negative attitudes toward change, they should be known early so that they can be addressed.

District Statement of Philosophy and Board Policy

Ideally, there needs to be a district-wide statement of philosophy, an enabling policy, and guidelines that serve as a foundation for safe school plans created for individual schools. The statement must provide a clear sense of purpose and exemplify district support for the entire planning process.

In creating and maintaining a positive climate for review and action, it is important to enlist the support of everyone concerned and to foster that support throughout the ongoing process of planning, implementing, and evaluating. The superintendent and other district administrators must be involved and supportive from the beginning of the planning process. Members of local govern-

Figure 3.1
SAFE SCHOOL PLANNING STEPS

1. **DEVELOP THE CLIMATE FOR ACTION**
    - Review current climate for action.
    - Create and maintain a positive climate for critical review and action.
2. **ESTABLISH THE COMMITTEE**
    - Solicit broad representation.
    - Integrate the committee with other school planning groups.
    - Promote collaborative planning efforts.
3. **DEVELOP A VISION AND ESTABLISH GOALS**
    - Establish a clear vision of what is to be accomplished.
    - Brainstorm needs of the school.
    - Determine major goals.
    - Obtain school and community consensus.
4. **COLLECT AND ANALYZE DATA**
    - Assess existing conditions.
    - Review existing data sources.
    - Gather additional quantitative and qualitative data through formal and informal processes.
    - Identify areas of pride and strength.
    - Identify areas needing improvement or change.
5. **IDENTIFY PRIORITIES AND OBJECTIVES – DEVELOP A PLAN**
    - List high priority concerns and needs.
    - Explore possible causes of safety concerns.
    - Identify resources needed and available.
    - Develop possible strategies and actions.
    - Develop evaluation criteria and time lines.
6. **SELECT AND IMPLEMENT ACTIVITIES**
    - Select strategies and actions for achieving objectives.
    - Include complementary strategies at prevention, intervention, and restructuring levels.
    - Set time lines and completion dates.
    - Assign responsibilities.
    - Implement the plan.
    - Monitor progress.
7. **EVALUATE THE PLAN**
    - Determine whether identified problems were solved.
    - Discuss successes/failures of the plan.
    - Determine whether appropriate problems were identified.
    - Discuss how plan can/should be strengthened/revised.
    - With this information, return to Step 3.

Safe Schools: A Planning Guide for Action ing boards and the law enforcement and juvenile justice community also should be approached as important allies in the planning process. With these groups aware and supportive of the planning necessary for a safe school, the climate for action will be maintained and continued.

STEP 2 – ESTABLISH THE COMMITTEE

The first consideration of safe school planning is to make certain that representatives from all major constituencies who will be affected or who can help with the plan are encouraged to participate in its development. Because of the urgency of safe school problems, principals may be tempted to overlook the need for participatory planning at the site level. The detrimental impact of gangs, drugs, violence, and youthful alienation call out for immediate action; yet, most effective solutions require the committed and shared long-term efforts of all school site personnel and community members. Thus, the desire for immediate action should be directed to recruiting the most effective individuals associated with the school who are interested in safe school issues including administrators, teachers, counselors, and staff, and encouraging teamwork among them throughout the planning process. Representatives from law enforcement and juvenile justice agencies, fire departments, health care programs, parents, students, and the community also should be invited to serve on the broad-based safe school committee.

Benefits of Collaborative Planning

- **Opportunities are created for concerned individuals to become involved and to participate in decisions they care about.**
- **Structured discussions occur about how to improve the school.**
- **Feelings of ownership and commitment are enhanced.**
- **A very positive school-wide norm is expressed that facing problems and working together to solve them is a positive process.**
- **Groups are helped to make wise and widely supported decisions.**
- **The school community is encouraged to pull together, resulting in greater trust, help-seeking, and lasting agreements among teachers, students, parents, administrators, and community members.**

If the school already is involved in the School Improvement Program (SIP) or has some other established school site planning committee in existence, two or three additional representatives to that group may be all that is necessary to provide a broad base for developing and implementing a safe school plan. In SIP schools, the safe school committee can be a subcommittee of the Leadership Team and develop a safe school component to the overall School Improvement Plan. Typically the people added to an existing school site planning committee for school safety planning represent agencies outside of education. As a result, the facilitator or committee chairperson has an added responsibility of developing a committee environment that fosters the active involvement of those newcomers.

In effect, the safe school committee's own cultural characteristics are given shape and substance through sharing perspectives and exchanging information. Group leaders must strive to acknowledge and harmonize the diversity of concerns and expectations individuals bring to the planning process. The better the safe school committee deals with these elements of team-building, the better its school safety plan will be.

STEP 3 - DEVELOP A VISION AND ESTABLISH GOALS

Safe school planning formally begins when the committee determines its goals. The committee members' ability to brainstorm the characteristics of the ideal safe school and to compare this vision with the existing characteristics of their school are the crucial first formal steps to creating a successful action plan. (Worksheet #1 in Appendix G is provided to assist individuals in this initial brainstorming process.)

Establishing broad goals that constitute the shared vision of the school and community about creating a safe and effective school environment serves as a common starting point for the planning process. As the desired outcomes are identified and consensus is achieved, the vision binds together each member of the school and community and the various aspects of change into a coordinated whole. This process should result in a written statement representing the shared vision for a safe school and three to six goals for the school community to achieve. (Worksheet #2 in Appendix G is provided to record the group vision and goal statements.)

STEP 4 - COLLECT AND ANALYZE DATA

To plan improvements, it is necessary to understand the existing conditions at the school. The analysis of these conditions should be based on a collection of quantitative data, such as school crime reporting statistics, attendance records, and truancy data, as well as on qualitative data, such as attitude surveys of teachers, parents, students, and community members.

Existing discipline, crime, vandalism, and violence reports and records, in addition to observations and responses to questionnaires and interviews, are useful types of data for the committee. Because a wealth of information is available, decisions about which data to collect and study will need to be made. It is not necessary nor desirable to collect all types of data, but it is essential that multiple sources of data be used to increase the validity of the findings. The analysis should be sufficiently complete so that reasonable conclusions can be drawn and future directions indicated.

An important part of this stage of the planning process is to send a message that there is a commitment to make the school safe. Conducting personal interviews or surveys and regularly observing campus activities create a positive attitude by letting teachers, students, and others know that their opinions and actions are important. Giving people an opportunity to respond to a personal interview or to answer a questionnaire increases involvement and ownership of efforts to improve the school climate. At the same time, the process of collecting and analyzing data increases knowledge about the problems at the school and begins the process of identifying the actions that need to be taken.

The following section details the types of data that are commonly available to safe school committees to help them develop objectives. Specific ways to use existing records as well as new data from questionnaires and observations also are discussed. (Results from collecting data can be summarized by component on Worksheet #3 in Appendix G.)

Existing Records

Existing records are documents and reports and that are required by policy or law and that are regularly produced by schools, law enforcement, juvenile justice, and other social agencies. These sources of data are available to safe school committees through interagency cooperation. Examples of existing records that pertain to school safety are:

- The Standard School Crime Reporting records
- Local crime reports of incidents on campus and in the neighboring community
- Court reports and probation information on students committing serious crimes
- Suspension and expulsion records
- Attendance and truancy data
- Student progress reports
- Insurance claims, losses, and risk management data

School crime records. Each school district and county office of education must report the incidence of school crime on school campuses on a semiannual basis to the State Department of Education (PC §§ 628–628.2) on standardized forms available from the Department. The purpose of the mandated reporting program is to assist schools, school districts, local government, the State Department of Education, and the Legislature in obtaining sufficient data and information about the type and frequency of crime occurring on school campuses to permit the development of effective programs and techniques to combat such crime (PC §§ 628 et seq.).

School crime statistics should be used to develop an understanding of the most pressing safety issues confronting a school. It is a mistake, however, to rely solely on school crime statistics when developing a safe school plan because of possible errors in reporting procedures or reluctance to report data accurately. The American Association of School Administrators, for example, notes that all school crime incidents may not be reported because of the concern that such statistics create bad publicity, provide the basis for legal entanglement, or decrease confidence in the school administration. In addition, given the number of school districts in California, there is no guarantee that all schools and districts use identical procedures to report the incidents in a particular school crime category, although each district and school has been provided standardized definitions and materials that illustrate reporting procedures. (See Appendix F for precautions for school crime reporting.)

When reviewing data on school crime, it is important **not** to use the school crime statistics to make cross-district comparisons. The only reliable and valid comparison that should be made is to compare crime rates at the same school or crime rates of schools within the same district. These comparisons can provide sufficient information for safe school planning, particularly when the following questions are asked:

- What kinds of crimes are reported and in what frequency?
- Where and when do crimes occur on campus? (Keep a map to track school crimes.)
- What types of persons commit school crimes?
- What are the characteristics of the students who are chronic offenders?
- What types of persons are the most likely victims of school crime?
- Is campus crime a reflection of gang activity?

Local crime reports. School police and local law enforcement must document incidents of crime. These include reports of crimes, arrests, detentions, and investigations. Police reports regarding juveniles are available to anyone who needs the information for an official disposition of a case (WIC § 828). It is possible for the safe school committee members to obtain local law enforcement reports for juvenile crimes that occur on their campus. For school districts that have a police or security department, these reports can be readily available. Local law enforcement agencies are also required to maintain and report monthly community crime statistics to the state and federal governments. The safe school committee members can ask that these crime summaries be made available to them. Establishing a good working "partnership" with local law enforcement and having representatives from law enforcement on the safe school committee will assist in having this information readily available.

Local law enforcement agencies also maintain logs of all calls for assistance from citizens. Such data include time and location of law

Sharing Confidential Information

At first glance, many agencies' rules seem to make information sharing impossible. A close examination of those rules, however, offers several ways of legally sharing information which allow for more informed decisions to be made about youth. At the same time, students have legitimate privacy concerns about this information, and it must be handled in a professional manner. Training in the access and proper dissemination of confidential information is a must as the interagency information sharing process is developed.

The courts control access to juvenile court records, probation records, social services records, and school records (see WIC §§ 825-830, and § 504). Juvenile law enforcement records may be shared with other law enforcement agencies or with any person or agency that has a legitimate need for the information for official disposition of a case (WIC § 828). Further, if a child has been found by the juvenile court to have committed a drug offense or a serious violent offense, school staff must be notified [WIC § 827(b)-(f)]. The availability of school records is governed by the federal Family Educational Rights to Privacy Act (20 USCA 1232g; 34CFR99, also called FERPA or the Buckley Amendment); and state statutes which are patterned on FERPA (EC §§ 49061-49077).

Interagency groups that wish to do joint case management and supervision of children who are involved in the juvenile court process may develop interagency policies and procedures. An excellent example of this type of activity is the serious habitual offender programs operating in California (WIC §§ 500–506). These programs have agencies working cooperatively to control the juvenile's behavior through improved supervision and services for these very active offenders.

The simplest and most frequently used method of obtaining records is to have the minor and his or her parents sign a written consent to release records to the requesting agencies. Most schools, probation departments, social services agencies, parole boards, and other agencies have used these consent or waiver forms successfully for years. It is quite rare for anyone to refuse to sign such a consent because they usually want to cooperate in the service plan for the child involved. Another simple way to legally share records is to obtain a general order from the juvenile court that authorizes interagency record sharing. Juvenile court judges have discretion to issue such orders, commonly known as *TNG* orders, (*TNG v. Superior Court* 4 Cal. 3d 767, 1971) releasing juvenile court, school, and other agency records to appropriate agencies for governmental purposes. Each county juvenile court should have a *TNG* order on file, and school staff should obtain a copy. It can be modified, if necessary, to include all interagency partners working on school safety issues. The court is interested in promoting public safety, in assisting the juvenile justice system to function efficiently, and in basing its own decisions on the best information available. All of these goals can be facilitated with increased information access to child-serving agencies.

Thorough familiarity with juvenile and school records statutes, a good working relationship with the juvenile court judge, and an interagency commitment to organized information sharing will allow the school safety program to build a common information base to make better decisions about problem youth and to enhance campus safety for everyone.

enforcement personnel's responses to community calls for service. This information may be available in summary form to the safe school committee. Some law enforcement agencies maintain crime analysis units that can assist the committee with more detailed information about the scope and frequency of crime on school campuses and in neighboring communities. As responses or programs are developed and implemented, the safe school committee's ongoing analysis of local crime reports can be used to answer questions such as these:

- What types of crime occur on campus and in the community during school hours?
- Are certain crimes more prevalent on or close to the school campus?
- Does reduction in truancy result in reduction of day-time crime?
- Do increased local police patrols at night reduce campus theft and vandalism?
- Does adding a school liaison officer reduce calls for service to police agencies?

Court reports and probation information. In California, the juvenile courts must report to schools within two days the names of students who have been charged with serious crimes of violence or drug related offenses [WIC § 827(b)]. Courts may allow schools to share juvenile justice information (see Interagency Information Exchange forms in Appendix H) with probation departments, social services agencies, and the courts (WIC § 827 and the Family Educational Rights to Privacy Act, 20 USCA 1232g). This information can be used to select the most appropriate programs, teachers, and counselors for particular students and thereby reduce the potential for further problems. The safe school committee can assist in developing the interagency agreements and obtaining court orders necessary for a meaningful exchange of information.

When collaborating with the courts and probation department, the safe school committee should consider the following questions:

- How are students' needs best met?
- Are the interagency partnerships working?
- Do students on probation need specialized instruction? Counseling?
- Do parents of students on probation need specific help? What kind?
- Is school attendance made a priority in probation terms and enforced?
- How are probation terms and conditions being enforced?

Suspension and expulsion records. Administrators must keep accurate records of student violations of school rules and procedures (EC §§ 48900 et seq.). Records of such violations include incident referrals and logs, dated and signed [CCR, Title 5 § 431 (h)], including teacher referrals, school security referrals, disciplinary or counseling responses, as well as suspension, transfer, and expulsion letters.

An examination of these records, which usually are summarized annually for the school board, can provide valuable information to the safe school committee. Specific trends can be identified by obtaining answers to these questions:

- Who makes the disciplinary referrals?
- Are certain offenses more prevalent at various grade levels?
- Are there seasonal variations in these data?
- What academic progress are these students making? Are "D" and "F" lists used? How?
- Are these students achieving in any subject area? Why?
- What are the common characteristics of students referred for disciplinary action?
- Is there a racial or ethnic overtone to the numbers of suspensions and expulsions?
- Are law enforcement agencies informed about disciplinary incidents which are also crimes?
- Do the above reports reflect information included in the school crime report?

Summaries and recommendations based on these data from the principal may be useful.

Attendance Reporting

The governing board must publicly report annually the actual pupil attendance rates for each school and certify them to the Superintendent of Public Instruction (EC §§ 48342, 48342.5).

The county board of education can require attendance severance reports from all private and public schools in the county and can review those cases which need further examination (EC § 48202).

Attendance and truancy data. By law, all students between 6 and 18 years of age must attend school (EC § 48200), yet absenteeism is a major concern in many schools. Since school funding is largely determined by daily attendance, districts keep detailed, often computerized records. These attendance records are readily available to the safe school committee and provide a comprehensive picture of attendance patterns. The records allow districts to track and aggressively intervene when students become habitual truants (EC §§ 48260 et seq.).

Truancy Prevention Is Delinquency Prevention

All children, between the ages 6 and 16, must attend school full-time (EC § 48200). Others must attend school on at least a part time basis until they are 18, have graduated, are enrolled in another educational program, or are otherwise exempted (EC §§ 48200).

If students are absent without valid excuse for more than three days or tardy more than 30 minutes daily for three days in one school year, those students are truant and must be reported to the attendance supervisor or to the superintendent (EC § 48260). In addition, the school district must notify the students' parents or guardians of the truancy, the obligation to compel the students' attendance at school, and the consequence for the failure to meet the obligation (EC § 48260.5). If students are reported truant three or more times per school year, they are classified as a habitual truant. Staff must have made a conscientious effort to contact the parents and to hold at least one conference with them and with the pupil before deeming the pupil an habitual truant (EC §§ 48261-48262). Habitual truants and their parents may be dealt with by the School Attendance Review Board (SARB) or by a truancy mediation program run by the county probation department or district attorney (EC §§ 48260.6, 48263-48295, 48320-48325). If these interventions do not succeed in resolving the problem, the pupil may be referred to juvenile court for prosecution (WIC §§ 601(b), 601.1-601.4), and the parent may be cited to municipal court and ordered to pay a fine (EC §§ 48290-48293).

The California Supreme Court recently issued two opinions supporting truancy procedures. One case affirms the ability of law enforcement to work with schools on truancy abatement programs by detaining suspected truants and returning them to school (*In re James D.* 43 Cal. 3d 903.239 Cal. Rptr. 663, 1987). The other case allows a student to be briefly incarcerated if he or she has been declared a ward of the juvenile court for truancy, has been ordered to attend school and then defies the court's order (*In re Michael G.* 44 Cal. 3d 283, 243 Cal. Rptr. 224, 1988). When police and schools make sure that students are in school, community crime problems decrease and the chances of getting to the root of the student's attendance problems increase. Once the students are back in an educational setting, outreach methods, special tutoring, counseling, and other interventions may be attempted to prevent further truancy and to help keep the students from dropping out of school entirely.

Strong and active SARBs report 70 to 90 percent success rates in getting students and parents to cooperate in improving attendance, e.g., Alameda and Ventura County SARBs. Though there are many steps required in the SARB or truancy mediation process, systematic follow-through will usually bring results.

When the pupil and parent do not comply, interagency cooperation is necessary to carry out the prosecution phase. It is important to work out the formal procedures necessary for probation to process the student and for the district attorney to prosecute the parent. Both probation and the district attorney attempt a last time to gain the cooperation of the pupil and the parent to clear up the attendance problem. If the attempt fails, the case goes to court.

In jurisdictions that have not taken many of these cases to court, it may take several face-to-face meetings to establish working relationships between agencies and get the necessary commitment to create a formalized court process. After all agencies have given input and agreed on the best procedure, it is recommended that policies be drafted for everyone to follow and that staff involved in preparing cases for court be trained to follow policies and procedures correctly. This way, when the case gets to court, it will result in the parents or student being held accountable by the judge.

Districts frequently prepare reports summarizing activities implemented to deal with habitually truant students. In some cases, local School Attendance Review Boards (SARB), district attorneys, and probation departments are involved; thus their records also would be useful to the safe school committee. Attendance and truancy data should be used to answer questions such as these:

- What are the most common reasons for absences?
- Is there a daily or weekly pattern of class cuts? Are suggested reasons and preventive recommendations available?
- Are there seasonal variations in attendance patterns?
- Is SARB or the truancy mediation program an effective resource? What is its success rate at the school?
- Is there a correlation between absenteeism and crime patterns in the neighboring community?
- Do truancy cases go to court? How many last year?
- Are probation officers notified when students on probation are absent or truant?
- Does the probation department enforce all of the terms of a juvenile's probation?
- Are there examples of collaborative work between the school and probation department?

Student progress reports. Schools maintain a wide variety of information concerning students' academic progress that includes letter grades, test scores, and citizenship ratings. These data are traditionally used by schools to develop and refine the instructional program and to evaluate its impact on student development. While respecting student confidentiality rights, the safe school committee can use these data to examine general trends in student performance and adjustment, which will provide answers to questions such as these:

- What are the common characteristics of students experiencing success in school versus students who are on the "D" and "F" list?
- What is the relationship between student academic progress and school crime, attendance, and other data reflecting unsafe school conditions?
- What are the grade point averages of students with records of poor discipline and criminal behavior?
- What is the relationship between poor academic progress and involvement in school crime?

Insurance claims, losses, and risk management data. District superintendents should have access to accident and loss reports, insurance claims, and reports of liability issues and losses. These data may be summarized in reports which can be used to increase understanding of issues relevant to the safety of a particular school:

- What are the most frequent and/or costly loss and liability issues of the school?
- What is the annual liability loss to the district?
- Are staff informed about the proper procedures for filing accident reports?
- Are certain schools the site of more frequent and/or costly claims or losses?
- Are there recurring patterns in the claims or losses made against the district or school?

New Data

As discussed earlier, qualitative data (e.g., attitude surveys of teachers, parents, students, and community members, and observations of campus conditions) are important sources of information in safe school planning. Questionnaires and surveys allow individuals to express opinions confidentially. Group trends can be detected with reasonable accuracy. Good questionnaires are difficult to construct, however, and their accuracy is greatly dependent on the cooperation of the respondents.

To assist the safe school committee, a series of questionnaires and tally sheets have been developed to evaluate adult and student perceptions of the safety levels present in the four safe school components discussed in Chapter 2. All forms can be modified to address the specific needs and issues of individual schools. Prior to giving the questionnaires to staff or students, committee members should complete all those selected for evaluating their school profile. This process will increase the committee members' awareness of the many complex issues involved in a safe school and familiarize them with the various instruments and procedures available for assessing the school climate. The safe school committee can also personalize the questionnaires to address specific concerns facing their school. Sample questionnaires and tally sheets are included in Appendix G.

In addition to questionnaires, observing student and staff behavior reveals much about how safe they feel their school is. Informal observations may involve a casual look at a program(s) or specific condition(s) by one or more observers followed by a brief report. This method provides information without obvious intrusion in day-to-day campus activities.

STEPS 5, 6, AND 7 – IDENTIFY PRIORITIES AND OBJECTIVES, IMPLEMENT ACTIVITIES, AND EVALUATE THE PLAN

As stated throughout this document, safe school planning should be a part of the overall planning and evaluation process already established in the school. After a broad-based committee (or subcommittee) develops the school safety vision and goals, and collects and analyzes relevant data, the planning process can proceed.

Step 5 – Identify priorities and objectives.
Formalizing an action plan to address safe school concerns is key to the planning process. This is the point at which the safe school committee engages in a decision-making dialogue and determines what will actually happen to make the school better and safer. Sound judgment is critical at this stage of the problem-solving process because recognizing the most pressing safety concerns is crucial to developing an effective plan.

Although the specific process each safe school committee uses to make decisions will vary, the following five tasks must be accomplished during this stage of safe school planning:

- Determine which concerns and needs are highest priority.
- Explore the possible causes of safety concerns.
- Identify resources needed and available.
- Develop possible strategies and actions.
- Develop evaluation criteria and time lines.

(Worksheets #11– #16 in Appendix G are designed to assist the committee to complete these tasks.)

Step 6 – Select and implement activities.
Once a tentative list of strategies and actions has been formed, the two or three actions for each objective that are thought to have the most potential for success should be identified and recorded on Worksheet #12 in Appendix G. A major consideration at this stage of planning is the identification of strategies and actions most likely to have the greatest effect on the school.

The pressure for improved school safety makes it tempting to respond only to campus crises as they arise, rather than to look for the root of the problems and prevent the crises in the first place. In choosing actions for the safe school plan, the committee should consider three levels of action planning: prevention, intervention, and restructuring.

Prevention efforts are those actions and programs designed to prevent problems before they occur. Sample prevention actions might include developing a personal and social skills curriculum in the early grades;

preparing anti-drug and anti-gang curriculums for the early grades; closing campuses; inspecting campuses and having walk-throughs with fire and police personnel to identify potential hazards; installing alarms; training staff to recognize problems; and adopting peer counseling/peer advising programs.

Intervention efforts are actions and programs designed to reduce or eliminate already existing problems. Sample intervention actions might include alternative education programs, reentry for dropouts, parenting classes, gang violence and drug suppression programs, intensive supervision of juvenile offenders involving school staff working closely with probation officers, latchkey programs, a strong district SARB, training for staff in managing assaultive behavior and conducting proper searches for drugs and weapons, conflict resolution, and group problem-solving classes for key staff members.

Efforts that are designed for restructuring are long-term, comprehensive programs designed to reorganize a problem school, including changing the attitudes and beliefs of the school community members. Many of these programs also can be used individually as prevention efforts. Sample restructuring actions might include a comprehensive combination of homerooms offering specialized instruction (nonviolence, self-esteem, conflict resolution, drug and alcohol education); regular off-site staff development sessions for teachers and support personnel; school-wide policies (e.g., homework, dress, conduct) with parent and student contracts agreeing to adhere to these policies; scheduled student assemblies and retreats addressing issues (e.g., gangs, multicultural relations, drugs, self-esteem); regular involvement of law enforcement and juvenile justice personnel on campus with students and staff (training, counseling, resource referral, speaking, interagency case management teams); school safety training courses at teacher/administrator education programs; media campaign to promote a good image of the school in the community; and a school safety resource center at the district office.

As the safe school committee identifies its own priority issues, it must be encouraged to choose actions and strategies that include all levels of action—to prevent problems, to intervene in existing problems, and to restructure the system when a comprehensive approach is necessary. Most programs can be designed to overlap all three levels in a coordinated approach.

Step 7 – Evaluate the plan.

Evaluation is the process of determining the value or effectiveness of an activity for the purpose of on-going decision making and revision as needed. The evaluation process includes steps to assess the activity and its result. As described in the previous sections, successful evaluation systems are developed during the planning stage and include a manageable and understandable system for monitoring progress and adjusting strategies and actions. This system should be developed in sufficient detail so that activities and responsibilities are understood clearly.

The evaluation process must include assessments of improvements made, as described in the specific objective statements (see Worksheet #12 in Appendix G), as well as an overall review of progress made toward meeting the major goals and achieving the vision. (See Worksheets #15 and #16 in Appendix G.)

The safe school committee must be concerned and held accountable for the effects and outcomes of the plan. Knowing the impacts of strategies and actions previously selected by the committee will substantiate the decision making that has occurred, support feelings of efficacy among committee members, and direct future planning and action. Planning for and providing a safe school is an on-going process.

The act of safe school planning itself expresses a very positive school-wide expectation that it is important to acknowledge problems and to work together to solve them. Safe school planning results in greater trust, interdependence, and lasting commitments among teachers, students, parents, administrators, and community representatives in creating and maintaining safe, secure, and peaceful schools where students can reach their maximum academic potential.

4

SAFE SCHOOL STRATEGIES AND ACTIONS

Chapter 4

SAFE SCHOOL STRATEGIES AND ACTIONS

> ***The schools are not merely empowered to maintain law and order so that learning can take place. They are required to maintain law and order so that children are kept safe.***
>
> (Source: *Kimberly M. v. Los Angeles Unified School District*, 1987, 196 CA3d 1500, now on appeal to the California Supreme Court)

THE NEXT STEP

By following the planning process in the preceding chapter, the safe school committee has systematically evaluated the safety issues confronting the school and has identified the major problems they want to solve to improve the school's safety environment. Some of the problems may have simple solutions, such as installing a light in a dark hallway or moving a bank of lockers to another location where students can be better supervised. Many problems may be far more complex; they require more time and resources, a long-term commitment of staff, students, and parents, and cooperation from community agencies in order to reach the desired goal of a safe campus. Through the development of a school safety plan that incorporates prevention programs, intervention programs, and restructuring, where necessary, even those schools with complex problems can solve them by operating in a coordinated effort. Building bridges to other community agencies and developing a true "team effort" among schools, law enforcement and juvenile justice agencies, and the community are crucial to the plan's success. This team effort must also include on-going, updated interagency communication and training of all the members to ensure cooperative, coordinated planning and implementation of strategic actions. While the school safety plan is "solving the problem," it is also promoting and enhancing a positive learning environment.

With more than 7,100 schools in California and over 1,000 districts, it is not feasible to create a universal school safety action plan. Thus, the safe school committee must design programs or modify existing programs and responses to meet the specific concerns of their school. The design and content of the action plan will be affected by the nature and intensity of the problems identified during the planning process. Initially, some schools will focus on basic safety issues, while others will move immediately to working on creating a general enhancement of the teaching-learning environment.

Ideas to assist schools in addressing needs in each of the four components of a safe school environment—personal characteristics of students and staff, the school's physical environment, the school's social environment, and the school's cultural environment—are listed on the pages that follow. These potential actions are not exhaustive, but they will provide the safe school committee with multiple suggestions for formulating its specific school safety plan.

STRATEGIES AND ACTIONS FOR COMPONENT 1 – PERSONAL CHARACTERISTICS OF STUDENTS AND STAFF

Ethnic and cultural diversity, life experiences, and health concerns. If safe school environments are to be encouraged, educators and agency personnel must believe that safe schools can be available to all students and staff, regardless of the demographic and social conditions with which schools must cope. Safe school planning takes into account the ethnic, racial, cultural, and religious backgrounds of the students. Through leadership, curriculum reform, and special instructional activities, the diverse backgrounds of all students are acknowledged and respected. Specific cross-cultural programs are implemented to teach staff and students about their own and each others' histories, heritages, and cultures. Bilingual programs, ESL classes, and orientation and guidance programs are also designed to assist new students to adjust to their new environment. The following ideas illustrate actions for these elements:

- Track demographic data in the district and at each school site.
- Counter biases and stereotypical perceptions by providing information about the various student and staff heritages in the school curriculum and developing cross-cultural experiences and programs.
- Recognize cultural and ethnic holidays observed in the community. Hold "History Weeks" and special events to commemorate these important dates.

- Invite cultural and ethnic community groups to hold events on school campuses in the evenings and on weekends.
- Recruit a teaching and counseling staff that reflects the ethnic and racial makeup of the school community.
- Invite parents to be part of the school community. Provide training so that they may participate in the classroom. Offer parenting classes to improve their child-rearing abilities. Provide a regular parent forum to express concerns and provide opportunities for involvement in school safety improvement projects.
- Conduct thorough background checks on potential district employees.
- Have the child welfare and attendance supervisor or other administrator screen and program all students returning to school from a juvenile court placement and all students who have been expelled from another district.
- Develop school liaisons with local child-serving agencies. Establish procedures for referrals and exchanging information between the school and students' caseworkers. Encourage social workers, mental health practitioners, probation officers, and other allied agency personnel to make school attendance a priority in the supervision of students' cases.
- Coordinate with county health services to use school facilities for health clinics and related services, such as exercise, dieting, stop-smoking, stress reduction, and similar health improvement programs.

Staff expertise. Safe school planning involves development of a well-balanced and diversified staff that effectively meets the needs of the student body. This can be achieved through both recruitment and in-service training programs. Accurately assessing the background and needs of the students and providing the necessary in-service training and support systems for staff are the more complex issues. Staff must be aware of the social issues confronting their students (especially if staff live in different communities), receive the latest and most effective training in meeting these needs, and demonstrate respect for and sensitivity to the students they teach. The following ideas illustrate actions for this element:

- Coordinate school safety and school law workshops for staff. Use interagency instructors from school, law enforcement, juvenile justice, social and mental health, protective services, and other agencies to teach such subjects as: search and seizure, handling intruders, managing assaultive behavior, reporting child abuse, reporting crime, preventing crime, preventing suicide, improving self-esteem, developing cross-cultural relations, and preventing and treating drug and alcohol abuse. Include administrators, counselors, teachers, clerical staff, substitute teachers, aides, bus drivers, custodial staff, and security staff in the trainings. Videotape workshops so that new employees may review the material as part of their school site and district orientation.

- Work with local colleges and universities to include school safety topics in their curriculum for teacher/administrator/counselor education programs.
- Develop a teacher handbook with basic school safety information.
- Offer first-aid and CPR classes to students and staff. Teach staff and students techniques to avoid placing themselves at risk of attack or property loss.
- Encourage students, staff, and parents to form campus safety groups.
- Create a district school safety resource library.

STRATEGIES AND ACTIONS FOR COMPONENT 2 – THE SCHOOL'S PHYSICAL ENVIRONMENT

School location. Location refers to the setting of the school within its community or neighborhood. Obviously, this is a factor that cannot be readily altered. Safe school planning can, however, identify potential problems and develop responses and/or programs to counteract such situations. For example, even if a campus is physically separated from the community, the school can do much to make itself an integral part of the community through interagency efforts and community activities. The following ideas illustrate actions for this element:

- Plan beautification projects involving students, staff, and citizens; secure donations of seeds, flowers, shrubs, or sculptures from local nurseries, garden clubs, service clubs, and city parks departments.
- Hold Saturday Litter Pick-ups involving students, staff, and citizens.
- Have crews of students, staff, parents, and citizens clean up the sidewalks and streets around the school.
- Prominently display student achievements in the community; display arts and crafts projects at local banks, businesses, and the airport.
- Form a Neighborhood Watch Program with the school as the meeting place and provide child care. Teach residential security and encourage assistance with school observation and crime reporting.

- Consider proposing zoning statutes that would establish a minimum distance from campus that certain types of businesses, especially ones that often act as magnets for peripheral illegal activities, could be located (e.g., liquor stores, fast food restaurants).

School grounds. One of the most visible aspects of a safe school environment is the manner in which the school is secured, landscaped, and maintained. The quality of school grounds' security and maintenance is likely to make an immediate impression on students, parents, and individuals from the community visiting a school campus. There are four primary concerns involved in school grounds' safety: securing the campus perimeter, maintaining hazard-free grounds, minimizing vandalism, and creating a safe and inviting appearance. The following ideas illustrate actions for this element:

- Install signs required by law regarding school trespassing violations. Require identification tags for all school visitors. Train and encourage staff to personally contact people on campus who are not wearing ID tags and to refer them to the office.
- Limit places for loitering; patrol bathrooms and locker areas; consider eliminating student lockers at schools with a high incidence of drugs or weapons offenses.
- Maximize unobstructed views by eliminating blind spots caused by doorways, fences, support buildings, storage containers, and landscaping. Eliminate easy roof access opportunities. Install appropriate doors, windows, locks, and fixtures.
- Improve communication among security personnel, teachers, and the school office. Provide incentives for the entire staff to take responsibility for keeping the school safe—such as prizes for ideas that enhance security or safety and recognition or rewards for information leading to the apprehension of troublemakers.
- Request a risk management or safety assessment walk-through and audit by local law enforcement personnel, the fire marshal, and insurance consultants. Minimize conditions on campus that could cause accidental injuries.
- Develop live-in security or custodial arrangements.
- Create incentives among school groups to reduce vandalism and share the cost savings with them.
- Cover graffiti and repair damage immediately. Use crews of students, staff, parents, and citizens for removal of graffiti. Get paint donated by local business or community groups.

- Institute programs that increase presence on campus of school liaison law enforcement officers, probation officers, and other child-oriented agency personnel.

School buildings/classrooms. School safety planning leads to buildings and classrooms that are well-maintained and attractive, free of obvious physical hazards, and designed to prevent undetected criminal activities. The following ideas illustrate actions for this element:

- Learn proven "target hardening" techniques from crime prevention experts to make the school buildings less vulnerable to break-ins or damage. Make it harder for the criminal to do the crime.
- Involve students, staff, and law enforcement and security personnel in reviewing designs for new schools.
- Involve students and parents in projects to decorate buildings and classrooms in an inviting and appealing manner.
- Solicit support from community businesses to provide materials to heighten the school's appearance and atmosphere.

Internal security procedures. Internal security policies and procedures are a crucial aspect of safe school planning. Effective procedures provide for an orderly campus where students are in class or in other appropriate environments and intruders are kept away. The following ideas illustrate actions for this element:

- Use interagency meetings to do advance planning with law enforcement or other community agencies for potential campus crises, such as earthquakes, homicides, suicide attempts, bomb threats, and weapons on campus. Discuss leadership, logistics, access routes, and related issues.
- Review the current building security system in use. Do a needs assessment with experts to determine whether the system should be improved or updated.
- Create a committee of school staff, students, parents, citizens, and law enforcement officers to identify safe routes for students as they travel to and from school; set up Block Parent or Safe Business networks along those routes, and provide screening and training for parents or proprietors who wish to participate.
- Form student School Watch committees in each classroom to participate in school crime prevention activities. Encourage all students to report suspicious activities to school officials and parents.
- Design an information system that provides daily information on school crimes, intrusions, accidents, or other safety problems on campus. Develop a standardized report form to readily record all

48

such school incidents. Analyze this data for use in preventive activities and proactive measures in the school action plan.

- Train staff in school crime reporting procedures and monitor statistics closely.
- Have a closed campus policy.
- Regularly patrol known locations on campus where students congregate when they cut class or where illegal activities take place. Set up a supervision map of the school to focus monitoring on these problem areas.
- Regularly patrol areas near the school where truant students might congregate; transport them back to school or to the truancy center. Increase after-hour patrol of the school vicinity.
- Encourage after-school, evening, and weekend use of school facilities by community organizations, the adult school, and athletic groups. The more the school is occupied, the more the school is watched.
- Permanently mark all school property with identification marks or numbers. Keep an itemized inventory of all school equipment, including serial numbers.
- Strictly control access to keys.

STRATEGIES AND ACTIONS FOR COMPONENT 3 – THE SCHOOL'S SOCIAL ENVIRONMENT

Leadership. Safe schools are ones that have a sense of commitment from students, parents, staff, and the community. It is important, however, that the principal and his or her administrative team provide strong leadership and direction while at the same time seeking input from other educators, parents, students, and community leaders. The active involvement of the leadership in school activities provides the direction necessary to set a positive tone in the school. The following ideas illustrate actions for this element:

- Learn and use the names of students in positive and supportive settings.
- Identify student leaders (formal and informal); comment to them regularly about positive student involvement.
- Regularly walk the campus and visit classrooms. Be highly visible in the cafeteria and transportation loading points.
- Respond personally to concerns of students, parents, and staff. Make time for any student, parent, or staff member who wants to meet.

49

- Attend at least one meeting of each campus organization every year.
- Look for conditions that predict problems. Watch for suspicious group movements or activities. Be there and step in. Develop an information network to keep up on what happened in the school neighborhood over the weekend.
- Act on rumors. Bring students into the office who are rumored to be involved in problems. Counsel and warn them to avoid improper behavior. Contact parents when necessary. Document all meetings and phone calls.
- Continuously promote belief and commitment throughout the school community that the school is a safe, orderly place. Make sure this expectation is widely known. School should be viewed as neutral territory.
- Assign teachers, counselors, and bus drivers who are skilled in conflict management and have excellent interpersonal skills with the most difficult students, classes, or routes.
- Be visible in the community. Attend city council meetings, and join community service clubs.

School organizational structure. The administrative structure of a safe school can be described as being open and flexible as opposed to closed and rigid. In such a school setting, feedback and suggestions regarding school policies and procedures are welcomed; staff, students, and parents participate in setting school goals; and students, parents, and staff feel that they have some control over their destiny because they are given the opportunity to make choices, and they believe their opinions will be heard. The following ideas illustrate actions for this element:

- Promote development of district policies and procedures to ensure accurate school crime reporting to the state and local law enforcement agencies. Obtain interagency input on the types of crimes that should be reported to local law enforcement officers. Use school crime statistics for action planning.
- Involve the superintendent and school board in school safety efforts. Invite them along for site visits and school safety walk-throughs.
- Have the school board proclaim a Safe Schools Week. (National Safe Schools Week is observed annually the third week in October.)
- Publicly report school crime and safety-related data to the school board on a regular basis.

- Support student and parent involvement at school board meetings.
- Establish an interagency case management team with continuation/alternative school administrators, psychologists, counselors, and probation officers.
- Support development and expansion of counseling, psychological, and health services to students.
- Provide child care options on campus for staff and students. Develop a child care/parenting curriculum in which students learn skills while volunteering in the child care center.
- Develop and implement a student leadership program to give input to administrators about student concerns.
- Include a "safety window" in the student paper, parent letters, and faculty newsletter.
- Have a school safety suggestion box. Give prizes for the best ideas.

Classroom organization and structure. An essential aspect of a safe school is how teachers and students perceive the safety and comfort of the classroom. The classroom environment should be one that is focused on learning and positive interaction among the instructor and students. Disruptions are minimal as students experience respect for themselves and others. In such classrooms, the amount of time spent on learning activities is maximized, and opportunities are provided for interaction of students at all ability levels by encouraging their cooperative involvement in learning. A healthy, positive self-concept is recognized to be a major contributor to school success. Students with well-developed social skills have a more successful school experience than those with poor skills. Thus, schools that establish, as a priority, the enhancement of personal and social skills in students are simultaneously taking steps to ensure the students' safety, security, and success in school. The following ideas illustrate actions for this element:

- Use campus-wide discipline plans in all classrooms.
- Integrate students of all academic levels whenever possible.

Parent's Liability

Parents can be held financially liable for their child's malicious destruction of school property. Amounts of $100,000 or more are typically available through parents' home owners insurance. Provisions in California law set these current liability limits for parents:

- **$8,777 (1988-89) for personal or property damage – adjusted yearly based (EC § 48904)**
- **$7,500 for reward (GC § 530695 and EC § 48904)**
- **$10,000 for personal or property damage (CC § 1714.1)**
- **Up to $30,000 for personal or property damage involving use of firearms (CC § 1714.3)**

- Use cooperative learning procedures. Make positive self-esteem a primary classroom objective.
- Incorporate curriculum components that address self-awareness, self-esteem, personal development, decision-making skills, and social relationships.
- Instruct students in conflict management techniques. Develop peer counseling/peer advising programs or conflict resolution teams to handle student conflicts.
- Increase emphasis on primary prevention and personal and social skills training in the elementary years.
- Involve senior students in classroom management procedures.
- Encourage parent participation in class activities.
- Provide a means for teachers to communicate immediately with the office when necessary.
- Require regular homework assignments to reinforce learning opportunities.
- Develop alternative classroom settings, such as store fronts or business settings, for high risk students.
- Decrease class size whenever possible.

Participation and involvement. Safe schools are ones that solicit the active involvement of students, teachers, and parents in decision making. It is this sense of ownership that engenders a spirit of concern about the direction of the school. The following ideas illustrate actions for this element:

- Promote student responsibility for safer schools.
- Develop or enhance parent-teacher group participation. Hold some meetings at breakfast or lunch times to encourage the participation of working parents.
- Encourage staff to contact parents personally on a regular basis.
- Solicit feedback from recent graduates regarding school safety issues.
- Develop a list of school and community resource people to assist with safety issues.
- Create a school safety advisory board and conduct public relations efforts relating to your school's safety efforts. Advertise school events on marquees or billboards to encourage community participation. Set up school information booths at local community

Operation Safe Schools Objectives

The Orange County Department of Education is implementing safe school planning through its Operation Safe Schools (O.S.S.) Program. The O.S.S. objectives include the following:

1. Develop and implement a comprehensive safe school curriculum that will teach students their responsibilities in ensuring a safe, secure, and peaceful school environment. This curriculum will be tailor-made to meet the needs of each designated school.

2. Provide intervention services for students in selected schools.

3. Use positive role models to promote responsible behavior.

4. Empower student leaders with peer counseling skills in leadership, organization, and self-management.

5. Provide in-service training on school safety issues for administrators, support staff, and teachers.

6. Provide parenting classes on group dynamics and O.S.S.'s activities, and organize a parent network to develop school/neighborhood watches.

7. Create student chapters of O.S.S. and teach students how to network effectively.

8. Establish uniform rules and regulations to discourage student identification with anti-social groups. In particular, analyze the school's policies regarding students' attire, disruptive behavior, and drug involvement, and examine existing disciplinary procedures.

9. Increase the number of community-based organizations working with schools to encourage student participation in constructive after-school activities.

10. Increase the number of crime prevention activities specifically addressing the relationship between antisocial group membership and drug abuse.

11. Increase the effectiveness of school/business partnerships to create positive alternatives for students.

12. Create an advisory board composed of personnel from the school districts, police department, district attorney's office, and community and private sector agencies.

Contact: Operation Safe Schools, Orange County Department of Education, 200 Kalmus Drive, Building "B" 1132, Costa Mesa, CA 92628. (714) 966-4418

events. Send public service announcements to local media about school safety issues and programs. Encourage media coverage of school activities and accomplishments.

- Publish a school safety public information brochure. Regularly update the brochure with school safety facts pertinent to the district and school.
- Identify and enlist the assistance of community agencies that serve youth for prevention and intervention activities.
- Promote Adopt-a-School programs by community businesses.
- Create or strengthen your School Attendance Review Board. Circulate names and telephone lists of members. Consider publishing statistics on cases handled by the SARB.
- Work closely and cooperatively with law enforcement agencies. Alert them to conditions or trends that concern you.
- Establish an Officer Friendly program or school resource officer.
- Set up student and staff ride-alongs with law enforcement officers.
- Participate in National Safe Schools Week, the third week of October annually.
- Insist that interagency systems work. Know what agreements already exist. Establish a strong, supportive network with managers in the other agencies.
- Involve the juvenile court judge in safe school issues. Invite the judge to lunch on campus. Make sure that the schools are receiving mandatory records of juvenile court proceedings involving serious violence or drugs. Obtain court orders to allow easy information sharing between juvenile justice agencies and the schools to better monitor students who are involved in criminal activity. Interagency information sharing could include letting the schools know terms and conditions of probation, and the names of students' probation officers; and informing the courts about students' academic, attendance, and behavior records.
- Have local juvenile justice providers meet with school districts on a semiannual basis to evaluate statistics on school crime reports, expulsion and suspension summaries, child abuse reports, and local crime statistics. Use this information to evaluate needs and staffing and to create action plans.

Concerned Students About Gangs

Students of an inner-city junior high school are fed up with the invasion of violence into their lives. Motivated to action by the shooting death of a classmate, an innocent victim of gang conflict, they have formed a student group to counteract the effects of gangs. The group will offer positive alternatives to gang involvement.

(Source: Los Angeles Times, May 19, 1988, II, 1)

- Routinely invite governmental representatives to school functions.
- Establish a parent telephone network to publicize school safety events or increase parent attendance at school functions.
- Issue senior citizens "Golden Apple" cards providing complimentary or reduced admission to school events.

STRATEGIES AND ACTIONS FOR COMPONENT 4 – THE SCHOOL'S CULTURAL ENVIRONMENT

Affiliation and bonding. The perception of commitment and belonging that students and staff have for the school is an essential factor of school safety. There must be a norm supporting the respect and dignity of each individual by staff and students. The ethnic, cultural, and religious backgrounds of students must be acknowledged and respected so that students are not ridiculed and isolated from the mainstream school culture. A truly safe school is one in which there is a shared sense of involvement and identification. Interpersonal involvement within the school is perceived as being desirable and positive. Students and staff share a belief that they are safe (physically, socially, and psychologically) and that they will be supported by others at school in times of need. The greater the percentage of students and staff who can say, "This is OUR school," the safer the school actually is. The following ideas illustrate actions for this element:

- Conduct student attitude surveys regularly and publish the results in school newspapers.
- Develop a buddy system for new students.
- Begin a Big Student–Little Student project to bring high school students to middle schools and elementary schools to work with younger students. High school students can offer tutoring in academics, advise younger students on ways to avoid being the victim of bullies or other violence, and provide information on making the transition from elementary to middle to high school.
- Have each class develop a special and unique project for the school.

Mutual Interdependence

The reality of crime in the schools, and the fact that it drains the educational dollar and police resources, should promote school district superintendents and chiefs of police in every city...to form a partnership. Through this partnership they can evaluate programs and needs to effectively provide for safe, secure, and peaceful campuses which are conducive to the learning environment and the quality of education.

(Source: Alex Rascon, Jr., Director of Police, San Diego City Schools Police Department, 1988)

- Create organized lunch break activities to promote positive school community feelings.
- Promote "We are a Family" feelings among students and staff.
- Sponsor a Generation Night Open House and invite students to bring as many family members to school as possible. Set up tours of the school and have a photographer available to take family photos for subsequent display.
- Teach students that reporting concerns to staff is appropriate behavior, not "tattling" or "narking."
- Do not tolerate gang activity or symbolism on campus. Maintain the school as a neutral zone that belongs to everyone.

Behavioral expectations. It is important that expectations be clearly stated and known to everyone. Rules should be realistic, practical, and relevant to the culture of the students and staff. The entire school community should participate in developing such rules so there is a sense of ownership and fairness. Safe schools model high moral standards, send positive messages to the students, and show that the school community expects the best effort and performance of everyone. The following ideas illustrate actions for this element:

- Establish clear rules for behavior such as use of radios, skateboards, and other personal equipment at school. Make it clear that fighting, assaults, foul language, drugs, and disruptions are not tolerated at school.
- Outlaw gang symbols and dress at school. Maintain campus as a "neutral zone." Work with local law enforcement to train staff and set up gang suppression activities.
- Request that all students sign contracts that they will "say no" to truancy, drugs, and alcohol.
- Make students and staff aware of their rights and responsibilities.
- Develop a student attendance improvement program.

Academic expectations. Beyond behavioral issues, a safe school environment is one in which it is desirable and expected for individuals to make an effort to succeed. Learning and productivity are valued and success is expected of everyone. Clear and positive academic expectations help make the school environment safe because they decrease the anxiety that occurs when academic standards are vague. This allows students and teachers to focus on the task of learning rather than implicitly debating what and how much academic work is expected. The following ideas illustrate actions for this element:

- Request that all students sign contracts to complete homework every day.

- Emphasize the concept that all students can learn and that their best efforts to learn are expected and will be supported and encouraged by school staff through various forms of assistance.
- Establish a cross-age tutoring program to assist students who need extra help with their work. Set aside a classroom where students can go to receive help throughout the school day. Staff the classroom with trained peer tutors, older students, parents and senior citizens. Make sure that students who have fallen behind in coursework spend part of each day in the tutoring classroom.
- Make mastery of a curriculum essential for grade level promotion.
- Inform students and parents/guardians of course and graduation requirements regularly.

Discipline and consequences. Just as behavioral and academic expectations must be clearly communicated, consequences for violations of rules must be fair, known to, and understood by all. Violations must be consistently responded to, and consequences must be applied equally. Students go through natural developmental stages when rebellion and disenchantment with adult guidance is openly expressed. Even in safe schools, violations of behavioral and academic expectations or rules will occur. What distinguishes a safe school from an unsafe school is not that the rules are never violated; rather the distinction lies in how these violations are handled. The following ideas illustrate actions for this element:

The Caring Teacher

The caring teacher also wants students to have practice in caring... In a classroom dedicated to caring, students are encouraged to support each other; opportunities for peer interaction are provided, and the quality of the interaction is as important (to both teachers and students) as the academic outcomes...The object is to develop a caring community through modeling, dialogue, and practice.

(Source: Noddings, 1988)

- Involve students and parents in the development of school rules so there is ownership and acceptance.
- Use checklists to be sure that school rules and procedures are consistent with state policy, district policy, school site policy, and teacher policy.
- Have the Board approve rules and procedures of discipline for each school. Give each student a copy at enrollment, and have the parents sign that they have read the rules. Prominently post them in every classroom.
- Be fair and consistent in enforcing the school rules.

- Create problem-solving practices, such as peer counseling, conflict resolution teams, class meetings, and student courts, to make discipline a developmental process rather than merely a punitive reaction.

- Establish an ombudsman program so students and staff have alternatives when they feel a misunderstanding has occurred.
- Periodically meet with students to review school rules and consequences.
- Require each teacher to have a specific discipline plan for the classroom and to communicate it to students, parents, and administration.
- Provide in-service training for all staff in managing discipline problems because they all are responsible for responding in a constructive and effective manner.
- Teach staff how to deescalate confrontive situations at school, how to handle combatants, project a calm appearance, and deal with bystander behavior.
- Give parents immediate feedback on attendance problems. Give prompt responses to students who are truant or are having academic or behavior difficulties. Refer them to the school site committee or to the School Attendance Review Board when warranted.
- Follow statutory requirements for suspension and expulsion. Make sure all teachers and administrators are trained in their rights and responsibilities regarding suspension and expulsion. Provide specialized training for staff who are charged with carrying out attendance severance and transfer procedures so that the due process requirements are complied with. Provide a legal advisor for questions about appropriate actions.
- Develop an information management system to keep track of disciplinary incidents. Make sure that the discipline file of a student who has been suspended or expelled is forwarded to a new school district if the student changes schools. This documentation is necessary if that school wishes to deny entrance for disciplinary reasons. Hold hearings prior to admitting such students.
- Establish a policy of holding students and their parents financially accountable for destruction of school property and rewards paid.
- Encourage teachers to require suspended students to return to school with all homework assignments completed.
- Maintain an in-school suspension center where students must go to serve suspension time.

- Offer positive alternatives to suspension such as participation in school beautification work projects.
- Make clear distinctions between discipline issues and criminal infractions. Establish policies and procedures to report all criminal behavior to law enforcement agencies.
- Establish clear policies for searches, seizures, responses to assaultive behavior, drugs or weapons on campus, and handling intruders.
- Familiarize local law enforcement with school rules, procedures, bell schedules, and off campus permits so that they may help enforce school rules, policies, and procedures in the community.
- Conduct truancy sweeps with schools, law enforcement agencies, and probation departments working together to return students to school. Refer students with three violations to SARB or truancy mediation programs. If the problem is not solved there, refer the student to probation for juvenile court processing, or refer the parent to the district attorney for adult court action.
- Communicate regularly with juvenile court and probation department staff regarding students on probation.

Support and recognition. In safe schools the participation and positive involvement of everyone are openly supported and encouraged. Consequently, there is a concerted effort to ensure that constructive, positive behavior is rewarded frequently, publicly when appropriate, and rewards are varied and personal. The following ideas illustrate actions for this element:

- Develop a student and staff recognition process that highlights their contributions to the school environment, such as Student of the Month, Teacher of the Month, and Outstanding Principal.
- Honor all students, parents, and citizen volunteers with a luncheon or similar event.
- Call parents at home or at work, or send a brief note to inform them about their accomplishments.
- Prominently display student artwork and academic achievements throughout the school.
- Use noon dances, campus lunches, donated prizes, and other reinforcers for regular attendance.
- Provide employment incentives to staff for regular attendance and return cost savings for substitutes to the school.
- Establish support groups, such as peer counseling programs for students. Design clear procedures for responding to student crises,

The safe school committee can choose appropriate strategies and actions to implement its own school safety action plan. As previously discussed, actions should include coordinated prevention, intervention, and restructuring techniques. The participation of students, staff, and the community in the process will give the committee a broader perspective of the school's problems and an enhanced ability to solve them.

APPENDICES

APPENDICES

APPENDICES

A. CALIFORNIA STATE BOARD OF EDUCATION'S POLICY ON SCHOOL SAFETY, DISCIPLINE, AND ATTENDANCE
B. INALIENABLE RIGHT TO SAFE SCHOOLS
C. CALIFORNIA SCHOOL SAFETY TRENDS
D. OUTSIDERS AND OTHER INTERFERENCE
E. BEHAVIORAL CONSEQUENCES
F. PRECAUTIONS TO CONSIDER WHEN USING SCHOOL CRIME STATISTICS
G. WORKSHEETS AND QUESTIONNAIRES
H. INTERAGENCY INFORMATION EXCHANGE FORMS
I. IMPORTANT SCHOOL SAFETY CODE REFERENCES
J. SCHOOL SAFETY COMPONENTS AND EFFECTIVE SCHOOLS CORRELATES
K. CITATIONS
L. REFERENCES

Appendix A

CALIFORNIA STATE BOARD OF EDUCATION'S POLICY ON SCHOOL SAFETY, DISCIPLINE, AND ATTENDANCE

(Adopted: October 21, 1983)

It is the policy of the State Board of Education that all students enrolled in public schools in California have the right to attend campuses which are safe and secure. The State Board of Education also believes that students cannot benefit fully from an educational program unless they attend school regularly.

The State Board further believes that the leadership in providing safe schools, establishing behavior standards, and improving student attendance comes from school district governing boards and superintendents. Their efforts should be continuous, comprehensive, and districtwide. Their efforts should assist students in becoming self-directed and responsible for their own behavior.

It is the policy of the State Board of Education that the substantial benefit students will derive from regular attendance in a safe and orderly school environment justifies a high priority and commitment of personnel and fiscal resources by the State Department of Education and by local educational agencies.

The Board believes that a beginning step toward safer schools and better school discipline and attendance is the development of a comprehensive plan for school safety, discipline, and attendance by every public school and district in the state. The plan should be developed as a part of ongoing district and school planning efforts and should be reviewed and updated on a regular basis. The State Board of Education intends that this plan be developed cooperatively by parents, students, teachers, administrators, counselors, and community agencies, and approved by the local school district governing board. The Board also intends for school districts to establish working relationships with law enforcement agencies, service agencies, and parents which will provide safe and orderly schools, improve attendance, and expand services to students and parents.

The State Board further believes that if a comprehensive program for school safety, discipline, and attendance is to have long-lasting effect, it should include a planned sequence of strategies and activities appropriate for all students. The program should have a major focus that is preventive in nature, but includes provisions to deal with immediate problems, such as truancy, racial conflict, gang activities on campus, antisocial behaviors, and drug and alcohol abuse.

- appropriate rules, regulations, and discipline policies that are well-publicized, consistently enforced, and nondiscriminatory.
- a rigorous curriculum that sets high expectations for student performance in academic and other subject areas.
- effective counseling and guidance services that include personal counseling, educational counseling, career planning, and training in job-seeking and work-related social skills.
- appropriate alternative curricular options (e.g., work experience) that are available to all students.
- student handbooks that explain codes of conduct and include information on such topics as student rights and responsibilities, unacceptable behavior, and procedures for due process and appeals.
- plans for dealing with potential disruptive conflict situations including procedures for referrals to law enforcement agencies for serious offenses.
- programs that develop student self-esteem and personal and social responsibility.

Local plans for school safety, discipline, and attendance should include the following elements:

1. An assessment of the incidence of campus violence and vandalism, referrals of nonviolent student behaviors, and students' attendance patterns including actual attendance, number of excused and unexcused absences, and reasons for nonattendance.
2. A statement of attendance policy that identifies procedures for the following:
    - notifying parents or guardians on the day of each absence.
    - increasing parent and student awareness of the importance of regular attendance.
    - auditing attendance records.
    - establishing staff development activities on attendance issues.
    - providing alternative learning programs, including all types of alternative schools, for students to achieve academic competencies.

64

   - coordinating attendance efforts of law enforcement agencies with schools.

3. A statement of discipline policy that clearly defines expected behavior and provides consequences for deviations from the expected behavior and distinguishes discipline problems from law enforcement problems. The discipline policy should provide details on the following:
   - rights and responsibilities of students.
   - district discipline philosophy and goals.
   - specific offenses and logical consequences.
   - description of disruptive behaviors that interfere with the classroom learning environment, such as antisocial behaviors, tardiness, and excessive absences.
   - student code of conduct.
   - provisions for appeals, hearings, and grievances.
4. Objectives and strategies to improve attendance, to improve student behavior and discipline, and to reduce campus violence.
5. A description of expected student behaviors and outcomes.
6. A plan to evaluate whether or not the designated strategies have achieved attendance, discipline, and school environment goals.
7. A description of appropriate responsibilities for teachers, administrators, counselors, paraprofessionals, and other school personnel to work cooperatively with law enforcement agencies, service agencies, and parents to carry out the comprehensive plan.
8. A description of the identified fiscal and personnel resources for the plan's implementation.

The State Department of Education is responsible for the following:

1. The identification and dissemination of effective programs and models which will assist local districts in the implementation of the provisions.
2. The availability of assistance to local districts in developing effective programs to address the policies.

Appendix B

INALIENABLE RIGHT TO SAFE SCHOOLS

Article I, § 28, of the California State Constitution, approved by the voters in 1982, states:

Section 28. Legislative findings and declaration; rights of victims; restitution; safe schools; truth-in-evidence; bail; prior convictions

Sec. 28. (a) Legislative findings and declaration; rights of victims. The People of the State of California find and declare that the enactment of comprehensive provisions and laws ensuring a bill of rights for victims of crime, including safeguards in the criminal justice system to fully protect those rights, is a matter of grave statewide concern.

The rights of victims pervade the criminal justice system, encompassing not only the right to restitution from the wrongdoers for financial losses suffered as a result of criminal acts, but also the more basic expectation that persons who commit felonious acts causing injury to innocent victims will be appropriately detained in custody, tried by the courts, and sufficiently punished so that the public safety is protected and encouraged as a goal of highest importance.

Such public safety extends to public primary, elementary, junior high, and senior high school campuses, where students and staff have the right to be safe and secure in their persons.

To accomplish these goals, broad reforms in the procedural treatment of accused persons and the disposition and sentencing of convicted persons are necessary and proper as deterrents to criminal behavior and to serious disruption of people's lives.

(b) Restitution. It is the unequivocal intention of the People of the State of California that all persons who suffer losses as a result of criminal activity shall have the right to restitution from the persons convicted of the crimes for losses they suffer.

Restitution shall be ordered from the convicted persons in every case, regardless of the sentence or disposition imposed, in which a crime victim suffers a loss, unless compelling and extraordinary reasons exist to the contrary. The Legislature shall adopt provisions to implement this section during the calendar year following adoption of this section.

(c) Right to Safe Schools. All students and staff of public primary, elementary, junior high and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.

(d) Right to Truth-in-Evidence. Except as provided by statute hereafter enacted by a two-thirds vote of the membership in each house of the Legislature, relevant evidence shall not be excluded in any criminal proceeding, including pretrial and post conviction motions and hearings, or in any trial or hearing of a juvenile for a criminal offense, whether heard in juvenile or adult court. Nothing in this section shall affect any existing statutory rule of evidence relating to privilege or hearsay, or Evidence Code, Sections 352, 782 or 1103. Nothing in this section shall affect any existing statutory or constitutional right of the press.

(e) Public Safety Bail. A person may be released on bail by sufficient sureties, except for capital crimes when the facts are evident of the presumption great. Excessive bail may not be required. In setting, reducing or denying bail, the judge or magistrate shall take into consideration the protection of the public, the seriousness of the offense charged, the previous criminal record of the defendant, and the probability of his or her appearing at the trial or hearing of the case. Public safety shall be the primary consideration.

A person may be released on his or her own recognizance in the court's discretion, subject to the same factors considered in setting bail. However, no person charged with the commission of any serious felony shall be released on his or her own recognizance.

Before any person arrested for a serious felony may be released on bail, a hearing may be held before the magistrate or judge, and the prosecuting attorney shall be given notice and reasonable opportunity to be heard on the matter.

When a judge or magistrate grants or denies bail or release on a person's own recognizance, the reasons for that decision shall be stated in the record and included in the court's minutes.

(f) Use of Prior Convictions. Any prior felony conviction of any person in any criminal proceeding, whether adult or juvenile, shall subsequently be used without limitation for purposes of impeachment or enhancement of sentence in any criminal proceeding. When a prior felony conviction is an element of any felony offense, it shall be proven to the trier of fact in open court.

(g) Serious felony. As used in this article, the term "serious felony" is any crime defined in Penal Code, Section 1192.7 (c).

(Added by Initiative Measure, approved by the people, June 8, 1982)

Appendix C

CALIFORNIA SCHOOL SAFETY TRENDS

1969	Student speech is constitutionally protected unless it would cause substantial disruption of school activities or deny rights of others. *Tinker v. Des Moines Independent Community School District.*
1970	Parents/guardians may sue schools for negligent supervision of children engaged in violent school yard play. *Dailey v. Los Angeles Unified School District*
1975	Students have due process rights in school discipline proceedings. *Goss v. Lopez.*
Mid-70's	California schools begin collecting crime statistics in Los Angeles, Orange, San Diego, and San Francisco.
1977	Discipline due process procedures codified. EC §§ 48900 et.seq.
1978	Fresno Interagency Task Force on Disruption and Violence in Schools recommends interagency accountability for reducing crime and violence in schools.
	Schools liable for failure to use reasonable care to supervise students. *Hoyem v. Manhattan Beach City School District.*
1978-79	LA County Grand Jury Education Committee calls for teamwork to create calm school atmosphere and elimination of vandalism and violence.
1980	Attorney General Deukmejian forms School Safety Center and files lawsuit to compel schools to diminish violence and vandalism. First laws for school crime reporting are passed.
1981	First statewide school crime statistics are released.
1982	California voters pass Proposition 8 including a constitutional amendment for school safety, California Constitution, Article I, Section 28 (c).
1983	Attorney General Van de Kamp and State Superintendent of Public Instruction Bill Honig form a partnership to improve school safety. Laws are passed to improve disciplinary procedures, increase penalties for dealing drugs at school, and fund drug abuse programs. EC §§ 48900 et seq.; H&S §§ 11353.5, 11357 (d) and (e).
	State Board of Education issues Policy on School Safety, Discipline, and Attendance.
1984	Laws are passed to increase penalties for crime on campus, to mandate statewide school crime reporting, to require juvenile courts to notify schools of serious offenders, and to modify school

trespass codes. PC §§ 241.2, 243.2, 243.3, 243.5, 626-628.2; WIC § 827 (b).

California Supreme Court: Schools held liable for injury to others if they fail to correct known dangerous conditions of real property and fail to warn others of them. *Peterson v. San Francisco Community College.*

Workers' compensation laws provide exclusive remedy for injured school employees. No separate liability under Article I, Section 28 (c). *Halliman v. Los Angeles Unified School District.*

1985 The Interagency School Safety Demonstration Act of 1985 codified and funded the School Law Enforcement Partnership. EC §§ 32260-32296.

U.S. and California Supreme Courts: School officials may search students based on "reasonable suspicion" that student is committing a crime. *New Jersey v. TLO; In re William G.*

1986 California court cases discuss school safety issues in civil lawsuits both from traditional liability theories and newer constitutional grounds. *Hosemann v. Oakland Unified School District; Rodriguez v. Inglewood School District.*

Students' free speech rights are limited when speech is lewd or indecent by standards of school officials. *Bethel School District v. Fraser.*

No tort liability for errors in suspension and expulsion. *Tirpak v. Los Angeles Unified School District.*

1987 School discipline procedures strengthened; each school creates its own school discipline rules and procedures. EC §§ 35291 et seq., 48900, 48911, 48914, 48915, 48915.1, and 48980.

The Governor's Commission on Educational Quality was formed. Safety in school is a concern.

California Supreme Court: Law enforcement and schools can work together to enforce laws. In re James D.

Teacher may sue for federal civil rights violation when school fails to protect staff from bodily harm. *Zemsky v. City of New York.*

1988 Assembly Committee on Public Safety and Education and the Commission on California State Government Organization and Economy (Little Hoover Commission) hold hearings on school safety concerns.

Commission on Educational Quality makes school safety recommendations to the Governor.

School district liable for failure to protect students from known dangers under traditional negligence theory. No liability under safe schools provision in Article I, § 28 (c) because it is not "self-executing." *Leger v. Stockton Unified School District.*

Appendix D

OUTSIDERS AND OTHER INTERFERENCE

Possibly the most time-consuming and annoying criminal problem that administrators face is keeping unauthorized persons off the school campus or adjacent streets, sidewalks and public ways. The laws restricting such people from schools are quite complex, which make them very difficult for school staff and police to enforce. Most of them require proof that the non-student intends to disturb, disrupt, or interfere with school activities—an element that is often difficult to establish (see PC §§ 626.2, 626.4, 626.6, 626.8, 627–627.10, and EC § 32211). Many statutes require administrators to specifically request an intruder leave campus and inform the person that if he or she reenters the campus within seven days he or she will be guilty of a crime. If the intruder refuses to leave or returns within seven days of the original order to leave, he or she may be arrested for a criminal offense.

If a school has a continual problem with outsiders entering campus or loitering around the perimeter of the campus, it would be best to call a meeting with local law enforcement and a representative of the district attorney's office to discuss the situation. The group should agree on which trespass or disruption statute will be used to cite offenders. School staff and law enforcement staff should then be carefully trained to recognize when an offender has committed the necessary acts to bring him or her within the statute. By working together as an interagency group on a tough enforcement and prosecution program, the two staffs can alleviate the frustration of dealing with school trespassers. In addition to receiving a fine or custody time, offenders should all be placed on probation with terms and conditions to stay away from the school. Proving a violation of the court's order is usually far simpler than proving the elements of the trespass statute itself. The offender can then be punished further. A strong message will be sent to these offenders that their misbehavior will no longer be tolerated.

Appendix E

BEHAVIORAL CONSEQUENCES

Clear and specific policies and procedures must be established to address serious offenses and criminal infractions when they occur on school campuses. Interagency agreements between law enforcement agencies and the schools identify those circumstances that require law enforcement intervention and detail procedures so that everyone knows what to expect. This appendix includes two parts. The first part of this appendix presents a discussion on criminal behavior that requires the involvement of law enforcement. The second part describes required procedures for suspension, expulsion, and involuntary transfers.

Criminal Behavior – When To Call Law Enforcement

School staff should meet with law enforcement officials to discuss crimes that typically occur on or near campus. This interagency group should work out an agreement on the types of crimes that should be reported to local law enforcement. Felony crimes should always be reported. For example:

- Possession of knives, guns and other dangerous weapons at school is an expellable or suspendable offense as well as a criminal offense (EC §§ 48915a, 48915.1, 49330-49334, and PC §§ 626.9-626.10, 12020, 12025, 12031, 653k).
- Assaults by a pupil on another person with a deadly weapon or with force likely to produce great bodily injury and which results in the suspension or expulsion of that pupil must be reported to law enforcement by principals (EC § 43902).
- Assaults and batteries committed on school property against any person have higher penalties than if those crimes occurred elsewhere (PC §§ 241.2, 243.2, 243.3, 243.5). Additionally, assaults on school employees by pupils must be reported to law enforcement (EC §§ 44014, 48902). An employee who is attacked, assaulted, or menaced by a pupil has a duty to report it to law enforcement. His or her supervisor has the same responsibility. Both can be fined up to $200 if they fail to report the occurrence (EC § 44014).
- Any use, possession, furnishing, or sale of drugs or alcohol at school should be handled with disciplinary sanctions as well as reports to law enforcement. Schools with serious drug trafficking on campus should not hesitate to work closely with law enforcement to apprehend the offenders.

A pupil who repeatedly commits misdemeanor crimes should also be reported to law enforcement. This allows the juvenile justice system to deal with offenders early in their criminal careers while there is still some ability to provide effective rehabilitation. A first offender will typically be handled by a diversion program. Only more serious cases and chronic offenders are sent to the juvenile court judge.

When crimes are reported to police, a record of the offense can be made that is accessible to the juvenile justice system. It is highly likely that a youth who is committing crimes at school is committing similar offenses in the community as well. When all crimes are reported, a more complete picture of the scope of criminal activity is gained. School staff do no favors to youthful offenders or to the community by ignoring criminal behavior at school or treating it only as a disciplinary matter.

Serious habitual offenders—the juvenile career criminal—are best handled through strong cooperation among school, law enforcement, prosecution, and probation agencies. Together these agencies identify, monitor, prosecute, and jointly supervise these minors at school and in the community (WIC §§ 500-506).

Additionally, all school staff should know the law regarding search of students. Designated staff should be trained to conduct legal searches, when necessary, of students, lockers, student vehicles, and other areas.

Full cooperation with the juvenile justice system results in safer campuses once violators realize that schools will not tolerate criminal activity.

Suspension, Expulsion, and Involuntary Transfer

As per EC §§ 48900 et seq, a pupil who commits any offense related to school activities or attendance involving the following acts or offenses, may be removed from his or her present school setting through **suspension, expulsion, or involuntary transfer**:

- **physical injury**
- **tobacco**
- **extortion (or attempts)**
- **obscene acts, profanity**
- **drug or alcohol offense**
- **weapons**
- **disruption/defiance**
- **theft**
- **robbery (or attempts)**
- **receiving stolen property**

	SUSPENSION	EXPULSION	INVOLUNTARY TRANSFER
DEFINITION	Temporary removal of a pupil from on-going instruction at a school for adjustment purposes. It may be used only when other means fail to bring about proper conduct. It does not include reassignment to classes at the same school for the student's normal schedule, referral to an advisor, or removal from a class in the period (EC § 48925).	Total removal of a pupil in the district by action of the governing board or suspend expulsion with specified conditions (EC § 48925).	Transfer of irregularly attending,truant, or disruptive pupil to a continuation school or opportunity programs/ classes (EC §§ 48432.5, 48637).
WHO MUST ACT	Principals or superintendents (or their designees), teachers (EC §§ 48900, 48911(h)).	Principal or superintendent (or their designees) MUST recommend if pupil causes physical injury; possesses a firearm, knife, or explosive; sells drugs, robs, or extorts others. MUST report reasons in writing if expulsion considered inappropriate (EC § 48915). Board makes final decision to expel or suspend expulsion (EC § 48915).	Principal (or designee) for transfer to continuation school; committee for transfer to opportunity program or class (EC §§ 48432.5, 48637.1,48637.2).
HOW LONG	Principals or superintendents (or their designees): 5 days at a time; may extend up to 20 days/year; balance of semester for continuation pupil with Board approval (EC § 48912.5).Teacher: remainder of day and the next day from teacher's class (EC § 48910). May request parent/guardian to attend class with student (EC § 48900.1).	Until Board orders readmission (EC §§ 48915.1, 48916).	Until end of the semester following the semester during which the acts led to the transfer or as specified under required placement review (EC § 48432.5).

	SUSPENSION	EXPULSION	INVOLUNTARY TRANSFER
DUE-PROCESS STEPS	1. Informal conference with pupil, referring school employee, and principal or superintendent (or their designees) (EC § 48911).	1. Hearing within 30 school days of act unless Board meets less than weekly, which allows 40 school days (EC § 48918).	1. Pupil and parent are notified of proposed involuntary transfer in writing. Parent/ guardian/pupil may request appeal with superintendent (or designee) (EC § 48432.5).
	2. Tell pupil reasons for discipline and allow opportunity to present his/her side (EC § 48911).	2. Give pupil written notice, facts and charges, copy of specific rule broken; advise of right to be present, have counsel, copy documents, confront and question witnesses, present evidence, and have a record of the hearing (EC § 48918).	2. At meeting, they are informed of facts and reasons for transfer; may inspect documents, question witnesses, and present own evidence (EC § 48432.5).
	3. Contact parent/guardian by phone and in writing (EC § 48911).	3. Board determines whether pupil is expelled subsequent to Board hearing or recommendation from panel or hearing officer (EC § 48918).	3. Written decision must give reasons for transfer (based on EC § 48900, truancy, or irregular attendance) and notice of any review process (EC § 48432.5).
	4. Report suspension to the governing board or superintendent per board policy (EC § 48911).	4. Expulsion decision must be based on substantial evidence relevant to the charges which proves pupil committed the act (EC § 48911).	
	5. Request conference with parent/guardian and school (EC § 48911).	5. Deliberation is in closed session, but decision to expel is made public (EC § 48918).	
		6. Pupil must be advised that he or she may appeal to county board of education. Due process rules on appeal are extremely technical. County board's decision is final (EC §§ 48918-48924).	

Because the governing board can deny enrollment to a pupil expelled from another school district (if the pupil poses a potential danger to others), schools should develop a system of documentation so that subsequent school sites of disruptive students will have the necessary information for the denial of entrance, suspension, expulsion, or other necessary actions (see EC § 48915.1).

Appendix F

PRECAUTIONS TO CONSIDER WHEN USING SCHOOL CRIME STATISTICS

1. Establish a clear district-wide consensus on the types of incidents that will be recorded as school crime. This must be consistent with state guidelines and instructions issued by the State Department of Education.

2. Maintain consistent procedures for identifying and recording school crime among schools. Use the School Safety Handbook and "Instructions for Completing the Standard School Crime Reporting Form" (available from the State Department of Education) as references.

3. Establish a clear policy that school crime statistics will not be used to evaluate administrator or teacher competence. This information should be used to assess the need for action.

4. Do not evaluate school or district-level school crime prevention programs by making comparisons to the statewide average. This procedure will create only two types of schools: "safe" (above the average) and "unsafe" (below the average). Such a competitive atmosphere is the antithesis of school safety.

5. Establish a baseline of school crime rates for each school and district. Evaluate the progress made in reducing school crime by comparing the rates for each school or district against itself from year to year. Consider expressing school crime statistics as the number of crimes per 100 students per year. Consider tracking criminal incidents on a month-by-month basis.

6. Set reasonable objectives for reducing school crime each year. It is unlikely that all school crime can be rapidly eliminated in all schools. Setting reasonable short- and long-term goals to reduce crime, however, can be an effective intervention itself. For example, if a school has ten incidents of theft for every 100 students per year, a short-term objective of reducing this to five incidents per year could be set. This goal, when widely publicized, sets a reasonable standard for "success." Unless short-term crime reduction objectives are established, a negative cycle of frustration and "failure" can result.

7. Reporting numbers does not answer questions about the human impact of crime. For example, the 1986 – 87 school crime statistics for California show that 96.6 percent of the crimes involved assaults (without weapons), property theft or damage, substance abuse

offenses, and possession of weapons. These school crimes are by far the most frequently reported incidents of criminal activity. In contrast, sex offenses account for only 1.5 percent of reported school crimes, and homicides account for only 0.00008 percent of school crimes. Even though some school crimes occur at relatively low rates, their toll in human costs can be much greater. Each plan should include interventions for all school crimes. A single homicide or felony sex offense is one more than can be tolerated on any school campus.

Appendix G

WORKSHEETS AND QUESTIONNAIRES

This appendix includes the questionnaires and worksheets useful to assess the status of the components of the safe school model and to assist the committee in the development, implementation, and evaluation of the safe schools plan. Note that some questionnaires have a five-point response scale presented to facilitate the use of optical scanning scoring devices. In districts with data management specialists, the categorization of items by environmental components and their elements can be used to develop computerized questionnaires and scoring programs.

Safe Schools Worksheet #1: Creating a Vision (Individual Form)

This worksheet can be duplicated and distributed to committee members to record within each of the components their personal views and desires for their school prior to the group brainstorming discussion. Such individual preparation often increases individual participation and insures that all viewpoints are included in the group discussion.

Safe Schools Worksheet #2: Creating a Vision (Group Consensus Form)

This worksheet is designed to record the committee's vision of a safe school and the overall goals chosen through a group consensus process. This information is part of the first section of a safe school plan.

Safe Schools Worksheet #3: Data Summary

This worksheet is provided to summarize, by component, the strengths and concerns identified from a review of various data sources. This information can be used by the committee to establish priority concerns to be addressed.

Safe Schools Questionnaire #4: Personal Characteristics of Students and Staff

This is a general questionnaire that includes questions pertaining to school and social conditions that might affect the safety climate of the school. It is to be completed by students and staff. This questionnaire is meant to provoke thought about how individual social concerns impact the school climate.

Safe Schools Questionnaire #5: The School's Physical Environment

This questionnaire provides an assessment of the physical safety of the school. It should be completed by the committee. A careful review of the concerns raised by these questions should help the safe school committee recognize areas of vulnerability and implement appropriate strategies that improve the school's safety.

Safe Schools Questionnaire #6: Our School's Safety (Adult Version)

This questionnaire is designed to be used primarily with school staff, community agency personnel, and parents. In some instances it would be possible to use this questionnaire with high school students. The content of the questions was taken directly from the school climate components discussed in Chapter 2. All components are assessed except for the personal characteristics of students and staff (see questionnaire #4). Note that a five-point response scale is used to facilitate the use of optical scanning scoring devices. In districts with data management specialists, the categorization of items by environmental components and their elements can be used to develop computerized questionnaires and scoring programs.

Safe Schools Questionnaire #7: Our School's Safety (Student Version)

This questionnaire is modeled directly after the adult version questionnaire (#6). It contains fewer items, and the wording has been changed to be more readable for elementary and junior high school students. If reading comprehension is a problem for the students, the questions can be read to them. In addition, this questionnaire asks the students to identify whether they have been victimized in the past month by school crime or have had other negative interpersonal experiences. This information is very valuable to the planning process because it helps target possible concerns.

Safe Schools Tally Sheet #8: Our School's Safety (Adult Version)

To assist the safe school committee, this form is provided to quickly record and score individual responses to the adult version of the Safe Schools Questionnaire (#6) by component and specific element. Scores are then averaged to denote the "average score" for each specific element of the School's Physical Environment component, the School's Social Environment component, and the School's Cultural Characteristics component. The procedures to score and summarize responses to the adult questionnaire are provided on the tally sheet. To gain an overall summary of all respondents, the committee can score individual items for all respondents, and the scores can be averaged and substituted for "average score" on a summary tally sheet.

Safe Schools Tally Sheet #9: Our School's Safety (Student Version)

This form is provided to facilitate scoring of the student version of the Safe Schools Questionnaire (#7). The scoring procedures are the same as those of the adult version (Tally Sheet #8). In addition, the frequency with which student victimization occurs on campus should be recorded and summarized for all respondents. This information can be expressed as rates per 100 students to facilitate comparisons from year to year. The student self-report of victimization provides very useful information supplementary to the official crime data reported on the Standard School Crime Reporting Form.

Safe Schools Worksheet #10: Observation List

This list is provided to facilitate the use of informal observations of the school environment. Eighty observable conditions and situations on a school campus are presented. The safe school committee may want to review this list to determine specific items that may warrant observation. For example, if a particular location on campus is believed to be a source of crime or disruptive behavior, then systematic observation of this location could provide a better understanding of what is happening and what might be done to counter any negative effects.

Safe Schools Worksheet #11: Identifying Priorities

This worksheet is designed to assist the committee members in establishing their priority concerns. It can be used to facilitate a discussion about the specific concerns and the possible factors that caused or created the concerns. The discussion of concerns and their possible causes assists the committee in selecting appropriate strategies and actions.

Safe Schools Worksheet #12: Action Plan Statement

The Action Plan Statement provides a format for developing the details necessary to implement and evaluate each objective.

Safe Schools Worksheet #13: Sample Action Plan Statements

These sample Action Plan Statements illustrate how the form can be used.

Safe Schools Worksheet #14: Overall Time Line

This worksheet provides a summary of all objectives and the proposed time lines for meeting them on one sheet. The committee can use this to review the specific activities for each objective and create a coordinated and comprehensive overall plan.

Safe Schools Worksheet #15: Evaluating Specific Objectives

This worksheet summarizes the evaluation criteria, time lines, and achievement levels from the individual Action Plan Statements. This summary will assist the committee in evaluating the safe school plan and determining the effectiveness of each activity.

Safe Schools Worksheet #16: Evaluating the Plan

This worksheet is provided to assist the committee members in evaluating their safe school plan and the strategies and activities implemented. It encourages discussion on successes and failures and on methods of strengthening and revising the plan.

Safe Schools Worksheet #1

Creating a Vision

(Individual Form)

SCHOOL'S CULTURAL CHARACTERISTICS The general atmosphere or spirit of the school. (norms, beliefs, and values)	SCHOOL'S SOCIAL ENVIRONMENT The organizational and interpersonal processes that occur in and around the school. (structure, procedures, and organization)	SCHOOL'S PHYSICAL ENVIRONMENT The physical conditions in which education takes place. (location, buildings, classrooms)
My/our hopes, wishes, desires are:	My/our hopes, wishes, desires are:	My/our hopes, wishes, desires are:

Comments: ______________________________

____

____

____

Safe Schools Worksheet #2

Creating a Vision

(Group Consensus Form)

Our Shared Vision for a Safe School and Overall Goals
Our shared vision:
Our goals: 1. 2. 3. 4. 5. 6.

Comments: ______________________________

____

____

____

Safe Schools Worksheet #3

Data Summary

Areas of Pride and Strength	Areas of Concern and Need
Component:	Component:

Comments: ____________________

Safe Schools Questionnaire #4

Personal Characteristics of Students and Staff

Directions: This is a general questionnaire to be completed by students and staff that includes questions pertaining to conditions that might affect the safety climate of the school. Do any of the following factors **affect the safety of your school?**

Place an "X" on one of the five lines between each word pair. There are no right or wrong answers. Do **not** put your name on this form.

When you complete this form please return it to ____________________, by ________________.

Students' Economic Background

This is a concern. ____ ____ ____ ____ ____ This is not a concern.
1 2 3 4 5

Home Issues

This is a concern. ____ ____ ____ ____ ____ This is not a concern.
1 2 3 4 5

Student/Staff Health

This is a concern. ____ ____ ____ ____ ____ This is not a concern.
1 2 3 4 5

Campus Ethnic/Racial Composition

This is a concern. ____ ____ ____ ____ ____ This is not a concern.
1 2 3 4 5

Staff Experience

This is a concern. ____ ____ ____ ____ ____ This is not a concern.
1 2 3 4 5

Bullying

This is a concern. ____ ____ ____ ____ ____ This is not a concern.
1 2 3 4 5

Alcohol and Other Drug Use

This is a concern. ____ ____ ____ ____ ____ This is not a concern.
1 2 3 4 5

Gang Activity

This is a concern. ____ ____ ____ ____ ____ This is not a concern.
1 2 3 4 5

Suicide

This is a concern. ____ ____ ____ ____ ____ This is not a concern.
1 2 3 4 5

Please state on reverse side any other conditions that you think influence the general safety of this school.

Safe Schools Questionnaire #5

The School's Physical Environment

Directions: This list was developed to guide the safe school committee's evaluation of the essential physical safety elements of your school. "True" responses indicate safe school conditions. Evaluate your school with respect to each question by placing an "X" on the line labeled "True" or "False." After completing this assessment, record specific physical safety issues on "Safe Schools Worksheet #3: Data Summary."

School Location

True	False	
_____	_____	1. Our school is visible from neighboring homes, businesses, and roadways.
_____	_____	2. There are no commercial activities in the immediate vicinity of the school that would adversely affect the school environment.
_____	_____	3. There are no businesses near the school that draw students from the campus or attract people who pose a threat to the students.

School Grounds

True	False	
_____	_____	4. All entries to our campus are properly secured.
_____	_____	5. Security and local police have vehicle access to the campus at all times.
_____	_____	6. Gates and door locks are accessible to police and fire during emergencies.
_____	_____	7. Local police are familiar enough with the campus to assist during emergencies or with visitor control.
_____	_____	8. Field areas are fenced off to prevent unauthorized vehicle and public access.
_____	_____	9. School building areas are fenced from playing areas to prevent intrusion during nonschool hours.
_____	_____	10. The entry of visitors and outsiders onto campus is controlled.
_____	_____	11. There are signs at all entry points listing regulations and trespass laws.
_____	_____	12. Visitors' entrances are clearly designated.
_____	_____	13. The school grounds are clean.
_____	_____	14. The grounds are free of rocks and gravel or other debris which can be used to vandalize.
_____	_____	15. The school site design facilitates ease of supervision (i.e., all gathering areas are clearly visible).
_____	_____	16. Parking areas are visible from occupied building areas.
_____	_____	17. Bicycles are stored in secured areas during school hours.
_____	_____	18. Curbing around drives or parking areas are "square style" to discourage unauthorized vehicle access to the grounds or building areas.

Safe Schools Questionnaire # 5

True False

_____ _____ 19. All necessary barriers exist to prevent unauthorized vehicle access to the campus.

_____ _____ 20. There is a clear policy for overnight maximum lighting or no lighting (lights out) on the campus.

_____ _____ 21. Exterior lighting is properly directed and bright enough to illuminate the necessary areas.

_____ _____ 22. Lights are equipped with break-resistant lenses.

_____ _____ 23. Graffiti, broken glass, and other results of vandalism are immediately repaired (prior to opening of school).

School Buildings/Classrooms

_____ _____ 24. Building design facilitates ease of supervision (i.e., all areas in and around buildings are easily visible to staff and supervisors).

_____ _____ 25. The school consults regularly with a locksmith and the police regarding building security.

_____ _____ 26. All door and window locks have been recently checked to see if they comply with updated crime prevention strategies.

_____ _____ 27. There is a key control system.

_____ _____ 28. All exterior doors to high risk areas have dead-bolt locks.

_____ _____ 29. All exterior doors are solid-core style.

_____ _____ 30. No exterior doors can be opened by breaking out nearby glass and reaching in.

_____ _____ 31. All exterior doors open inside.

_____ _____ 32. Ground floor windows have extra security precautions.

_____ _____ 33. Break-resistant glass is used, especially in high risk areas.

_____ _____ 34. Large windows have been replaced with smaller windows.

_____ _____ 35. There are no sliding and/or casement style windows that can be easily defeated on campus buildings.

_____ _____ 36. Graffiti-resistant paint is used on buildings.

_____ _____ 37. Signs use painted lettering or engraved lettering only.

_____ _____ 38. Roofs are accessible only by ladder.

_____ _____ 39. Roofs are fire retardant.

Safe Schools Questionnaire # 5

Internal Security – School Alarms

True	False		
_____	_____	40.	Buildings are fitted with fire alarms and automatic fire control sprinklers.
_____	_____	41.	Facilities have been recently inspected by fire prevention personnel for possible code violations or fire prevention suggestions.
_____	_____	42.	A burglar alarm system is installed and integrated throughout the campus.
_____	_____	43.	The alarm system(s) is easily used by the staff.
_____	_____	44.	The capabilities and limitations of the alarm system are understood.
_____	_____	45.	The alarm system(s) is regularly maintained and tested.
_____	_____	46.	Local police, security, and fire departments are alerted by the alarm system(s).

Internal Security – School Property

_____	_____	47.	There is an up-to-date inventory of equipment and valuable property (either written or computerized).
_____	_____	48.	Property is inventoried on videotape to facilitate easy identification.
_____	_____	49.	Equipment is engraved with the school name and school property identification number.
_____	_____	50.	Valuables and equipment are properly secured.
_____	_____	51.	School files and records are kept in a fire-proof safe or storage area.

Thank you for your help.

Safe Schools Questionnaire #6

Our School's Safety

(Adult Version)

Directions: As part of the safe school committee's efforts to develop a safe school plan, we are seeking your opinions about how you feel about our school. Show your opinions by circling one number to the right of each item. Do **not** put your name on this form.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	There are few locations near campus that encourage crime.	1	2	3	4	5
2.	The effects of vandalism on campus are quickly repaired.	1	2	3	4	5
3.	The school buildings are free of hazards that can cause accidental injury.	1	2	3	4	5
4.	Staff use standard definitions and procedures to identify school crime.	1	2	3	4	5
5.	The principal seeks input from students and staff before making important decisions.	1	2	3	4	5
6.	This school has adequate resources to help students in emergency situations.	1	2	3	4	5
7.	Every effort is made to use all class time for instructional activities/lessons.	1	2	3	4	5
8.	Many parents are actively involved in school matters and decision making.	1	2	3	4	5
9.	Everyone shares a feeling of wanting this school to change and grow in positive ways.	1	2	3	4	5
10.	Students and staff have a sincere concern about each other.	1	2	3	4	5
11.	The rules and expectations are clear and well known to everyone at school.	1	2	3	4	5
12.	The rules and regulations are written and posted throughout the school.	1	2	3	4	5
13.	The people at this school value learning and want to learn new skills.	1	2	3	4	5

Safe Schools Questionnaire # 6

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14.	Instructional time is used productively by students and teachers.	1	2	3	4	5
15.	The consequences for violating school rules are fair, known to all, and applied consistently.	1	2	3	4	5
16.	The rewards used at this school are appropriate and meaningful.	1	2	3	4	5
17.	Positive behavior is acknowledged frequently – students and staff feel appreciated.	1	2	3	4	5
18.	This school is well protected from potential crime or vandalism.	1	2	3	4	5
19.	This school is well maintained and a pleasant place to spend time.	1	2	3	4	5
20.	The classrooms are well maintained and inviting places to learn.	1	2	3	4	5
21.	Law enforcement is involved in campus activities in non-enforcement roles.	1	2	3	4	5
22.	The procedures used to make decisions at school are well known to students and staff.	1	2	3	4	5
23.	There are clear procedures to deal with emergencies.	1	2	3	4	5
24.	Every attempt is made to place students in heterogeneous classes except for math and reading.	1	2	3	4	5
25.	Many students participate in school events.	1	2	3	4	5
26.	This school is a place where almost everyone can be trusted, and students and staff feel physically and psychologically safe.	1	2	3	4	5
27.	Students and staff feel it is their responsibility to improve this school.	1	2	3	4	5

Safe Schools Questionnaire # 6

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
28.	School rules and expectations are realistic, practical, fair, and relevant to the students and staff.	1	2	3	4	5
29.	There is a tone of high moral standards, positive messages, and high expectations of everyone at this school.	1	2	3	4	5
30.	Everyone at this school can be successful.	1	2	3	4	5
31.	Disciplinary practices focus on the causes of problems and provide problem-solving procedures rather just punitive reactions.	1	2	3	4	5
32.	At this school, it is everyone's responsibility to see that school rules are followed.	1	2	3	4	5
33.	People at this school receive public recognition for their good efforts.	1	2	3	4	5
34.	Few conditions on campus could cause accidental injury.	1	2	3	4	5
35.	The school buildings are in good condition.	1	2	3	4	5
36.	The classrooms have adequate space for the student-teacher ratio.	1	2	3	4	5
37.	The community uses the school during nonschool hours.	1	2	3	4	5
38.	Students and staff are allowed to make decisions and choices whenever appropriate.	1	2	3	4	5
39.	The principal provides leadership in curriculum development.	1	2	3	4	5
40.	Every effort is made to encourage cooperation among students in the classroom.	1	2	3	4	5
41.	There is clear coordination between this school and other public agencies, such as the police, county juvenile probation officers, and county mental health personnel.	1	2	3	4	5

Safe Schools Questionnaire # 6

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
42.	Students, staff, and parents feel personally responsible for what happens at school.	1	2	3	4	5
43.	Everyone's racial and ethnic heritage is respected at this school.	1	2	3	4	5
44.	The entire school community participates in developing behavioral expectations.	1	2	3	4	5
45.	The people at this school believe it is important to be productive.	1	2	3	4	5
46.	Academic expectations are clear and positive for all students.	1	2	3	4	5
47.	There are clear procedures for reporting all criminal behaviors to law enforcement.	1	2	3	4	5
48.	The principal and staff show respect, consideration, and sensitivity to students and parents.	1	2	3	4	5
49.	The principal is highly visible on campus and is available to all members of the school community.	1	2	3	4	5
50.	Equipment is inventoried and engraved for easy identification.	1	2	3	4	5
51.	Classrooms are orderly and focused on instruction.	1	2	3	4	5
52.	Parents and volunteers are recruited as monitors.	1	2	3	4	5
53.	Parents, teachers, and community members are encouraged to participate in school activities.	1	2	3	4	5
54.	Students and staff work together with a minimum of favoritism shown.	1	2	3	4	5

Safe Schools Questionnaire # 6

Please make any comments you may have about our school's safety in the space below.

Thank you for your help.

Safe Schools Questionnaire #7

Our School's Safety

(Student Version)

Grade: _______

Directions: The safe school committee needs to determine how safe you feel on campus. We also want to hear about the things at school you feel are unsafe and how they can be made safer. Do **not** put your name on this form, but do note your grade level.

Please show your opinions by circling one number for each statement that best shows your feelings about this school.

		Strongly Disagree	**Disagree**	**Not Sure**	**Agree**	**Strongly Agree**
1.	I am not afraid of any places around my school.	1	2	3	4	5
2.	They take good care of the school yard.	1	2	3	4	5
3.	There is a lot of space in the classrooms at this school.	1	2	3	4	5
4.	There are law enforcement officers who work here on campus.	1	2	3	4	5
5.	When students at this school have an emergency, someone is there to help.	1	2	3	4	5
6.	Teachers at this school let me do projects and assignments with other students in the class.	1	2	3	4	5
7.	I really want this school to be "the best."	1	2	3	4	5
8.	I feel that I belong at this school.	1	2	3	4	5
9.	I work very hard in all my classes.	1	2	3	4	5
10.	When students break rules, they all receive the same treatment.	1	2	3	4	5
11.	I feel safe at this school.	1	2	3	4	5
12.	The buildings at this school look good.	1	2	3	4	5

Safe Schools Questionnaire # 7

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
13.	Strangers do not come and go from school easily.	1	2	3	4	5
14.	The principal asks students about their ideas at this school.	1	2	3	4	5
15.	We do not waste time in our classes at this school.	1	2	3	4	5
16.	You can trust people at this school.	1	2	3	4	5
17.	Everyone is expected to be their best at this school.	1	2	3	4	5
18.	Students at this school really want to learn.	1	2	3	4	5
19.	Teachers go out of their way to let me know I am doing a good job.	1	2	3	4	5
20.	Only a few students get hurt in accidents at this school.	1	2	3	4	5
21.	Very few accidents happen inside the buildings at this school.	1	2	3	4	5
22.	Students are given many choices at this school.	1	2	3	4	5
23.	My parents are involved at this school.	1	2	3	4	5
24.	Blacks, Hispanics, Asians, Whites, and all other students are respected at this school.	1	2	3	4	5
25.	The school rules are listed in the classrooms and around the school and students know what they are.	1	2	3	4	5
26.	I can be a success in school.	1	2	3	4	5
27.	It pays to follow the rules and do well at this school.	1	2	3	4	5
28.	Writing on walls is cleaned or painted over quickly at this school.	1	2	3	4	5
29.	The classrooms at this school look very nice.	1	2	3	4	5

Safe Schools Questionnaire # 7

		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
30.	I am in some classes with students of different abilities and talents.	1	2	3	4	5
31.	Most students get involved in school activities.	1	2	3	4	5
32.	People care for each other at this school.	1	2	3	4	5
33.	The rules at this school are fair.	1	2	3	4	5
34.	Teachers at this school look out for troublemakers.	1	2	3	4	5
35.	We learn things about ourselves, about "life" and other things in addition to regular subjects.	1	2	3	4	5
36.	Parents often serve as hall and playground monitors at this school.	1	2	3	4	5

37. Which of these things happened to you in **the past month:**

		(circle one)	
A.	I was pushed around by someone who was just being mean.	NO	YES
B.	I was in a fist fight with another student.	NO	YES
C.	I was robbed or had something stolen.	NO	YES
D.	I saw a student with a knife.	NO	YES
E.	I saw a student with a gun.	NO	YES
F.	I saw students use drugs or alcohol on campus.	NO	YES
G.	I saw students steal from the library, a classroom, or the cafeteria.	NO	YES
H.	I saw someone destroy or mark-up school equipment or buildings (walls).	NO	YES
I.	I was afraid of being beat up on the way to or from school.	NO	YES
J.	I was afraid of gang activity at school.	NO	YES
K.	I was threatened by someone with a knife or gun.	NO	YES

Safe Schools Questionnaire # 7

L.	I was called names or put down by other students.	NO	YES
M.	I felt rejected by other students.	NO	YES
N.	I saw students smoking or chewing tobacco on campus.	NO	YES
O.	I know students who came to school high on drugs or alcohol.	NO	YES

38. You probably have other ideas about how to make our school safer. Please write your ideas in the space below.

Thank you for your help.

Safe Schools Tally Sheet #8

Our School's Safety

(Adult Version)

Directions:

1. Record the answers (1 through 5) for each item from "Safe Schools Questionnaire #6: Our School's Safety."
2. Add all items in each element and record the total in the area marked "Sum."
3. Divide the sum by the number of items in each element.
4. Record the "Average Score" in the space provided.

The School's Physical Environment

School Location	1.	____	Average Score =	____
School Grounds	2.	____	Sum ____	
	18.	____	Divide by 4	
	19.	____	Average Score =	____
	34.	____		
School Buildings	3.	____	Sum ____	
	35.	____	Divide by 2	
			Average Score =	____
School Classrooms	20.	____	Sum ____	
	36.	____	Divide by 2	
			Average Score =	____
Internal Security	4.	____	Sum ____	
	37.	____	Divide by 4	
	41.	____	Average Score =	____
	50.	____		

Safe Schools Tally Sheet # 8

The School's Social Environment

Leadership	5.	____	Sum _____	
	39.	____	Divide by 4	
	48.	____	Average Score =	_____
	49.	____		
School Organizational Structure	6.	____	Sum _____	
	22.	____	Divide by 4	
	23.	____	Average Score =	_____
	38.	____		
Classroom Organization and Structure	7.	____	Sum _____	
	24.	____	Divide by 4	
	40.	____	Average Score =	_____
	51.	____		
Participation and Involvement	8.	____	Sum _____	
	21.	____	Divide by 7	
	25.	____	Average Score =	_____
	27.	____		
	42.	____		
	52.	____		
	53.	____		

Safe Schools Tally Sheet # 8

The School's Cultural Environment

Affiliation and Bonding	9. ____	Sum ____
	10. ____	Divide by 5
	26. ____	Average Score = ____
	43 ____	
	54. ____	
Behavioral Expectations	11. ____	Sum ____
	12. ____	Divide by 5
	28. ____	Average Score = ____
	29. ____	
	44. ____	
Academic Expectations	13. ____	Sum ____
	14. ____	Divide by 5
	30. ____	Average Score = ____
	45. ____	
	46. ____	
Discipline and Consequences	15. ____	Sum ____
	31. ____	Divide by 4
	32. ____	Average Score = ____
	47. ____	
Support and Recognition	16. ____	Sum ____
	17. ____	Divide by 3
	33. ____	Average Score = ____

Safe Schools Tally Sheet #9

Our School's Safety

(Student Version)

Directions:

1. Record the answers (1 through 5) for each item from "Safe Schools Questionnaire: #7."
2. Add all items in each factor and record in the area marked "Sum."
3. Divide the sum by the number of items in each element.
4. Record the "Average Score" in the space provided.
5. Tally the number of incidents reported by students on item #37 in the space provided.

The School's Physical Environment

School Location	1. ____	Score = _____	
School Grounds	2. ____	Sum _____	
	11. ____	Divide by 4	
	20. ____	Average Score =	_____
	28. ____		
School Buildings	12. ____	Sum _____	
	21. ____	Divide by 2	
		Average Score =	_____
School Classrooms	3. ____	Sum _____	
	29. ____	Divide by 2	
		Average Score =	_____
Internal Security	13. ____	Sum _____	
	36. ____	Divide by 2	
		Average Score =	_____

Safe Schools Tally Sheet # 9

The School's Social Environment

Leadership	14. ____	Average Score = ____
School Organizational Structure	5. ____	Sum ____
	22. ____	Divide by 2
		Average Score = ____
Classroom Organization and Structure	6. ____	Sum ____
	15. ____	Divide by 4
	30. ____	Average Score = ____
	35. ____	
Participation and Involvement	4. ____	Sum ____
	7. ____	Divide by 4
	23. ____	Average Score = ____
	31. ____	

The School's Cultural Environment

Affiliation and Bonding	8. ____	Sum ____
	16. ____	Divide by 4
	24. ____	Average Score = ____
	32. ____	
Behavioral Expectations	17. ____	Sum ____
	25. ____	Divide by 3
	33. ____	Average Score = ____
Academic Expectations	9. ____	Sum ____
	18. ____	Divide by 3
	26. ____	Average Score = ____
Discipline and Consequences	10. ____	Sum ____
	27. ____	Divide by 3
	34. ____	Average Score = ____

Safe Schools Tally Sheet # 9

Support and Recognition 19. ____ Average Score = _____

37. A. _____ Bullying/assault

B. _____ Fighting

C. _____ Theft (personal)

D. _____ Saw knife

E. _____ Saw gun

F. _____ Saw drugs/alcohol

G. _____ Theft (school)

H. _____ Vandalism

I. _____ Fear to and from school

J. _____ Fear gangs

K. _____ Threatened weapon

L. _____ Verbal attack

M. _____ Social isolation

N. _____ Tobacco use

O. _____ Saw intoxicated students

Safe Schools Worksheet #10

Observation List

Student and staff questionnaires provide invaluable information about the perceptions each has about the overall school climate. Student and staff behaviors also provide information about their perceptions of school safety. Indirect measures observe and record behaviors without changing them. Counting the number of student-initiated meetings with teachers, for example, provides information about the students' beliefs about teacher accessibility. Behaviors or conditions that can be used with an informal observational assessment method are listed below. The safe school committee can select or create the specific behaviors or conditions for observation that relate to issues they want to evaluate.

The School's Physical Environment

- Count the number of open classroom doors.
- How often and when is the office door opened?
- How does the campus smell (pleasant or unpleasant)?
- Can student voices be heard during various times of the day? Are these sounds a source of pleasure or irritation?
- How often can music be heard on campus?
- How many "cozy corners" can be found in classrooms and elsewhere on campus?
- Are student collections and hobbies evident on campus?
- Is student work displayed in public places?
- How many classrooms have bolted-down desks?
- How many individuals in the school have master keys?
- How many times during the day do bells ring?
- How much graffiti is evident? How quickly does it return after being removed or covered up?
- Does the parking lot have spaces reserved for administrators?
- How many broken windows have there been this year?
- How many deliberately plugged toilets have there been this school year?
- How many empty bulletin boards or display cases are there?
- How many display cases have not been redecorated in years?
- How many newly planted flowers are on campus?
- How long has it been since the school was painted?
- How many parents and visitors comment about the appearance of the school campus?
- How many student accidents and injuries have there been in the past year?
- How many muddy, bare spots are there on campus?
- How often is broken glass found on campus?
- What is the height of the fence surrounding the school?

Safe Schools Worksheet # 10

The School's Social Environment

- How often do students make significant choices? (In classes and in helping to run the school?)
- How often do students seek help from school or community resource personnel?
- How often are students involved in planning learning activities?
- How often are students involved in planning social events?
- How often are students involved in making bulletin boards or displays?
- How often do students ask questions in class, of their counselors, of the principal?
- What percentage of students are seen smiling and laughing during various times of the school day?
- What percentage of students during recess or lunch time are playing games or interacting pleasantly?
- What percentage of students carry nonrequired reading material?
- What percentage of students are involved in extracurricular activities?
- How many students attend optional school events?
- How many teachers provide a variety of learning choices for students?
- How often are teachers and staff seen listening to students?
- What is the positive/negative student comment ratio in the teachers' lounge?
- How often do teachers and staff volunteer their own time for school projects and activities?
- How often do teachers and staff voluntarily stay after school to help students?
- How many parents volunteer their help with school projects and activities?
- How many in-service activities does the administration support each year?
- How many educational alternatives are available?
- How many changes in administration have there been in the past five years?
- What percentage of teachers have been at the school for more than five years?
- How many threatening notes or phone calls has the school received?
- How many staff meeting agenda items do not deal with instruction?
- How many staff meeting agenda items are proposed by teachers and other staff?
- What is the talking/listening ratio of administrators and teachers at staff meetings?
- How many items at staff meetings are generated by students?
- How many public address announcements are made each day?
- How many school activities are parents invited to?
- What percentage of parents come to school activities when invited?

Safe Schools Worksheet # 10

- How many community volunteers work in the school?
- How many staff and students recognize the superintendent?
- How often do administrators visit classrooms and attend school activities?

The School's Cultural Environment

- How many students go to the library on their own, not just for assignments?
- What percentage of students are assigned homework each school night?
- What percentage of students complete their class and homework assignments each day?
- What percentage of students drop out each year?
- What percentage of students skip class each day?
- How many students have been arrested this year?
- How many students have run away from home this year?
- How many students have attempted suicide this school year?
- How many students know the principal's name, age, likes, dislikes, etc.?
- How many students do not return to class after a fire drill?
- How many students left school because of pregnancy this year?
- How many students come to class "stoned" or "under the influence"?
- What percentage of the student body are habitual smokers?
- How often are students encouraged to do their best?
- How often are students told how they are doing in their classes?
- How many students have been suspended or expelled this year?
- How many false fire alarms have been set this year?
- How many bomb threats have been received by telephone?
- What percentage of administrator time is devoted to discipline?
- What is the ratio of hall monitors to students?
- How many faculty cars have been damaged in the school parking lot this past year?
- How many times have the police been called to campus during the past year?
- How many rules in the student handbook use the word "don't"?
- How many staff members voluntarily eat with the students?

Safe Schools Worksheet #11

Identifying Priorities

High Priority Ares of Concern and Need	Possible Causes	Possible Strategies and Actions	Predicted Barriers to Achieving Goal

Comments: ______________________________

Safe Schools Worksheet #12

Action Plan Statement

1. Component Area: ____________________ Element: ____________________

2. Description of Existing Condition (Concern): ____________________

3. Objective: ____________________

4. Description of Successful Outcome: ____________________

5. Specific Activities: ____________________

6. Resources Needed/Available: ____________________

7. Person(s) Responsible for Implementation: ____________________

8. Monitoring Plan: ____________________

9. Evaluation Criteria/Time Line: ____________________

Safe Schools Worksheet #13

Sample 1 of Action Plan Statement

1. Component Area: *Physical Environment* Element: *Internal Security Procedures: Community*

2. Description of Existing Condition (Concern): *There is very little communication or cooperation between the community and the school in crime prevention efforts.*

3. Objective: *To develop a school/community crime prevention program, including Neighborhood Watch, Block Parents, and personal safety training for school staff, students, parents and community members.*

4. Description of Successful Outcome: *An ongoing Neighborhood Watch program with quarterly meetings at the school: the meetings to be attended by school staff, students, parents, and community members; Block Parent program operating throughout the school district.*

5. Specific Activities: *Quarterly Neighborhood Watch meetings coordinated with local law enforcement crime prevention unit, including presentations on personal safety, home security, and the school/community Neighborhood Watch concept; Block Parent program established throughout the district for students walking to and from school.*

6. Resources Needed?Available: *Local law enforcement crime prevention center to provide speakers, films, brochures, flyers, and publicity for presentations. School will provide meeting space; PTA to provide refreshments; local law enforcement to assist in screening and training block parents.*

7. Person(s) Responsible for Implementation: *Ms. Tobias, Vice Principal, will coordinate with Lt. Marcia Alvarez of the Police Department, and Mr. Michael Keown of the PTA.*

8. Monitoring Plan: *Ms. Tobias will report to the safe school committee on a quarterly basis.*

9. Evaluation Criteria/Time Line: *Planning to begin in September; first quarterly Neighborhood Watch meeting held in December (goal of 100 attendees at each meeting; 20 percent community members); Block Parents identified two/month beginning in January until one parent involved in every six-block area in the district.*

Safe Schools Worksheet #13

Sample 2 of Action Plan Statement

1. Component Area: *Cultural Environment* Element: *Affiliation/Bonding*

2. Description of Existing Condition (Concern): *There is gang graffiti painted on school property; students often wear gang colors and insignias; there is little communication between the school and local law enforcement; some students express fear of gangs; the number of assaults has increased.*

3. Objective: *To develop a gang prevention program; to eliminate graffiti on school property; to eliminate the visible presence of gangs; to reduce the incidence of assaults and bullying on campus.*

4. Description of Successful Outcome: *Expenditures for gang-related graffiti reduced 80 percent; students not wearing gang colors or insignias on campus; number of assaults/batteries reduced 50 percent.*

5. Specific Activities: *Develop, communicate, and consistently enforce rules that banish items on campus that relate to gang membership; develop student volunteer paint brigade to remove graffiti; provide training to parents concerning gang activity and signs of gang involvement; work with law enforcement to patrol streets near school before and after school.*

6. Resources Needed/Available: *Local law enforcement crime prevention center to provide speakers and materials on gangs for parent and staff meetings; conflict management/peer counseling materials; paint.*

7. Person(s) Responsible for Implementation: *Mr. Nunez, Vice Principal, will coordinate with Lt. Christina Farrell of the Police Department, and Mr. Ples Elder of the PTA.*

8. Monitoring Plan: *Mr. Nunez will report to the safe school committee on a quarterly basis of progress in implementing activities; review monthly school crime and maintenance data.*

9. Evaluation Criteria/Time Line: *Planning to begin in September; paint brigade to begin in October; conflict managers/peer counselors selected and trained by January; monthly parent meetings to begin in October.*

Safe Schools Worksheet #14

Overall Time Line

Goal: ______________________________

Action Plan Objectives and Activities	Date to be Completed												Person(s) Responsible
	J	A	S	O	N	D	J	F	M	A	M	J	
Action Plan Objective #____: Activities:													
Action Plan Objective #____: Activities:													

Comments: ______________________________

____

____

____

Safe Schools Worksheet #15

Evaluating Specific Objectives

Objective 1: ______________________________

Evaluation Criteria/Time Line: ______________________________

Achievement Level: ______________________________

Comments: ______________________________

Objective 2: ______________________________

Evaluation Criteria/Time Line: ______________________________

Achievement Level: ______________________________

Comments: ______________________________

Objective 3: ______________________________

Evaluation Criteria/Time Line: ______________________________

Achievement Level: ______________________________

Comments: ______________________________

Safe Schools Worksheet #16

Evaluating the Plan

Ways the Plan Succeeded and Why	Ways the Plan Failed and Why	Ways the Plan can be Strenthened

Comments: ______________________________

Appendix H

INTERAGENCY INFORMATION EXCHANGE FORMS

The safe school committee will need to modify the following sample forms for its own jurisdiction in order to obtain access to records it needs for collecting all available school safety data. The forms, however, provide a beginning for interagency work.

- **"Court Order Allowing Interagency Information Exchange"** is very broad and covers multiple access to records of many agencies.
- **"Court Order Authorizing School-Probation Information Exchange"** deals only with the records of those two entities.
- **"Superior Court...Miscellaneous Order"** sets a framework for the exchange of information.
- **"Interagency Case Information Request"** can be used to manage the flow of records among all participating agencies.
- **"Confidential Information Requested"** form to request information from the appropriate agency.
- **"Consent to Release Confidential Information"** can be used to obtain the signed consent of the minor and parent to access records.

(Sample)

COURT ORDER

ALLOWING INTERAGENCY INFORMATION EXCHANGE

State of ______________, Superior Court

County of ________________, Juvenile Court

ORDER OF THE JUVENILE COURT AUTHORIZING RELEASE AND EXCHANGE OF INFORMATION AMONG SCHOOL DISTRICTS, LAW ENFORCEMENT, PROSECUTORS, COUNTY COUNSELS, CHILD PROTECTIVE SERVICES, AND PROBATION

DEPARTMENT OF ____________________________ COUNTY.

Pursuant to the authority vested in the court by Sections 827 and 828 of the *Welfare and Institutions Code* and Section 49077 of the *Education Code*, IT IS HEREBY ORDERED that juvenile court records and any other information that may be in the possession of school districts, law enforcement agencies, prosecutors, county counsels, child protective service agencies, and probation departments regarding minors may be released, for governmental purposes only, to the following persons who have a legitimate and official interest in the information:

1. The minor
2. The minor's attorney
3. The minor's parents or guardians
4. Foster parents
5. All district attorneys' offices
6. All law enforcement agencies
7. All county attorneys
8. All school districts
9. All probation departments
10. All public welfare agencies
11. All youth detention facilities
12. All corrections departments
13. Authorized court personnel
14. All courts
15. All treatment or placement programs which require the information for placement, treatment or rehabilitation of the minor
16. All multidisciplinary teams for abuse, neglect, or delinquency
17. All juvenile justice citizens advisory boards
18. All state central information registries
19. All coroners
20. All victims may receive information from law enforcement agencies, probation departments, or the prosecutor to enable them to pursue civil remedies. These same agencies may release information to identifiable potential victims that a minor constitutes a threat to their person or property. They may release the name, description, whereabouts of the minor, and the nature of the threat toward the potential victim.

All information received by authorized recipients listed above may be further disseminated only to other authorized recipients without further order of this court.

____________ ________________________________

Date Presiding Judge, Juvenile Court

(Sample)

COURT ORDER
AUTHORIZING SCHOOL-PROBATION INFORMATION EXCHANGE

STATE OF ________________, SUPERIOR COURT
COUNTY OF ________________, JUVENILE COURT

ORDER OF THE JUVENILE COURT AUTHORIZING RELEASE AND EXCHANGE OF INFORMATION BETWEEN SCHOOL DISTRICTS AND PROBATION OFFICIALS

Pursuant to the authority vested in the Court by Sections 827 and 828 of the *Welfare and Institutions Code* and Section 49077 of the *Education Code*, IT IS HEREBY ORDERED that the Probation Department of ________________________ County and all school districts in __________________ County shall release information to each other regarding all minors and students under their supervision. Information that may be helpful in providing juvenile court educational placements and in increasing school safety and other legitimate official concerns of both agencies shall be shared by both agencies. Such information shall include, but is not limited to, academic, attendance and disciplinary records, arrest and dispositional data, names of minors on probation and their assigned probation officers, names of minors attending individual schools and their assigned teacher, counselor, or other appropriate adult contact at the school site.

______________________________	______________________________
Date	Presiding Judge, Juvenile Court

(Sample)

SUPERIOR COURT OF THE STATE OF CALIFORNIA
IN AND FOR THE COUNTY OF ___________
SITTING AS THE JUVENILE COURT
MISCELLANEOUS ORDER

WHEREAS, pursuant to Sections 827 and 828 of the California *Welfare and Institutions Code* and Section 49077 of the *Education Code*, the Court may authorize the disclosure of juvenile offender information and juvenile pupil information, respectively, and;

WHEREAS, Article 1, Section 28 (c) of the California Constitution likewise establishes the right of students and staff in grades kindergarten through 12 to "campuses which are safe, secure and peaceful," and;

WHEREAS, youth gangs clearly imperil the safety of both students and campuses, and;

WHEREAS, the Court has been informed that concerns about "confidentiality" often have hampered or prevented communication among educators, law enforcement, district attorney, and probation personnel, and;

WHEREAS, the lack of communication among the various professionals dealing with the same child impedes the solving and prosecution of crimes, as well as the evaluation and placement of juveniles who have committed crimes, and thus deprives educators of information needed to ensure safer schools,

THEREFORE, IT IS ORDERED, that all school districts in __________ County, all police departments in __________ County, and __________ County District Attorney may release information to each other regarding any minor when any person employed by such department, office, or school district indicates that there is a reasonable belief that this minor is a gang member or at significant risk of becoming a gang member.

Dated this _____ day of _________, 19__.

____

Presiding Judge of the Juvenile Court

(Sample—To Be Printed on Agency Letterhead or with Combined Names/Logos of all Participating Agencies)

INTERAGENCY CASE INFORMATION REQUEST

Information requested by:

Name ______________________ Title ______________________

Mail to ______________________ Phone ______________________

Needed by (date) ______________________

Supervisor's Name ______________________ Phone ______________________

Minor/Student's Name ______________________

Minor/Student's Address ______________________

Phone ______________________ Birthdate ______________________

School ______________________ Grade ______________________

Parent/Guardian's Name ______________________

Parent/Guardian's Address, if different from Minor or Student ______________________

____

Phone ______________________

(Sample)

CONFIDENTIAL INFORMATION REQUESTED

Check the requested information from the appropriate agency.

SCHOOLS

[ ] Attendance
[ ] Discipline
[ ] Academic achievement
[ ] Current progress
[ ] Special program placement
[ ] Please call me

PROBATION

[ ] Terms and conditions
[ ] Current progress
[ ] Arrest/disposition
[ ] Please call me

DISTRICT ATTORNEY

[ ] Petitions filed
[ ] Progress of case
[ ] Court rulings
[ ] Victim/witness information
[ ] Please call me

LAW ENFORCEMENT

[ ] Arrest history
[ ] Diversions
[ ] Field interviews
[ ] Family arrest history
[ ] Gang involvement
[ ] Please call me

CHILD PROTECTIVE SERVICES

[ ] Abuse/neglect data
[ ] Current progress
[ ] Service plans
[ ] Please call me

INTERAGENCY TEAM

[ ] Case conferences
[ ] Profiles/reports
[ ] Service plans
[ ] Current progress
[ ] Please call me

(Sample—To Be Printed on Agency Letterhead
or Combined Names/Logos of all Participating Agencies)

CONSENT TO RELEASE CONFIDENTIAL INFORMATION

I, (child's parent or guardian)____________________ hereby give the (agency's name) ______________________ my consent to obtain and exchange confidential medical, psychological, drug and alcohol treatment, mental health, other treatment, and educational information with my child's physician, psychologist or counselor, social worker, probation officer, and/or school officials. I understand that this information will be used by the juvenile court and the (agency's name)______________________ to provide necessary services and treatment as long as I/my child is under the jurisdiction of the juvenile court or under the supervision of (agency's name)_________________________.

* * * * *

Minor's date of birth ____

Minor's current school or last school if not presently enrolled ______________________________

Minor's physician____

Minor's counselor(s), psychologist, or psychiatrist ______________________________________

Minor's social worker____

Minor's probation/parole officer ____

Parent's/guardian's signature ____________________________ Date__________________

* * * * *

Appendix I

IMPORTANT SCHOOL SAFETY CODE REFERENCES

SCHOOL SAFETY ISSUE	CODE REFERENCE
Right to a Safe School	California Constitution, Article I, Section 28 (c)
Standard School Crime Reporting Form	PC §§ 628 et seq.
Knowledge of rules of discipline	EC §§ 35291, 35291.5
Grounds for suspension	EC § 48900
Students held to account/physical control	EC § 44807
Supervision, extra curricular activities of pupils	CCR, Title 5, § 5531
Principal's responsibility for adequate certificated supervision	CCR, Title 5, § 5552
Suspension as a last resort	EC § 48900.5
Suspension by a teacher (only for EC § 48900)	EC § 48910
Suspension due process report to Board or superintendent on each suspension; principal's designee	EC § 48911 (e) EC § 48911 (h)
Expulsion recommendation (or statement to Board)	EC § 48915 (a)
Enrollment in another district following expulsion (hearing requirement)	EC § 48915.1 (c)
Report to law enforcement re: violation of PC § 245 (assault with deadly weapon) prior to suspension or expulsion	EC § 48902

Custodian of records	CCR, Title 5, § 431
Access to juvenile court records	WIC §§ 825-830; 504
Access to school record	20 USCA 1238g (FERPA) EC §§ 49061-49077
Confidential court reports to school district Superintendent and employees re: drugs and serious crimes by students	WIC § 827 (b)
Injurious objects, employee designated by governing board	EC §§ 49330-49333
Report of assault by a pupil against a school employee	EC § 44014
Signed statement by staff re: requirements to report child abuse	PC § 11166.5
Child abuse reporting	PC §§ 11164-11174.3
Detention after school	CCR, Title 5, § 353
Detention during recess	EC § 44807.5
Access to school premises (trespassers)	PC §§ 626, 627 et seq. EC § 32211
Summary of state laws for schools (requires notice to parents)	PC § 626.1
Supervisor of attendance/apportionment, duties of	EC § 48240
Required notice to parents re: truancy	EC § 48260.5
Notice to D.A. of nonattendance	EC § 482633.5
School district police/security departments	EC §§ 39670-39671; PC §§ 241.4, 626.9, 626.9, 830.4, 1463.12, VC § 165
School safety model programs, conferences, and regional teams	EC §§ 32260, 46013.7

Appendix J

SCHOOL SAFETY COMPONENTS AND EFFECTIVE SCHOOLS CORRELATES

The relationship between safe school components and effective schools correlates is more than coincidental. The early focus of effective schools research emphasized the need to better understand how to improve the quality of education at schools, particularly those that experience high levels of stress and disruption. The following list of effective schools correlates, when taken together, contribute to the overall physical, psychological, and social safety of a school:

- The **school mission** is widely understood and supported by staff resulting in a clear sense of purpose and direction for student learning.

- There is strong **instructional leadership** from the principal. The principal is a strong and highly visible leader who encourages participation and sets high standards.

- There are **high expectations** for student achievement. A school-district-community commitment to high expectation prevails. A pervasive belief exists that all students can master age-appropriate academic, social, and personal skills.

- The school environment is **safe, orderly, and positive.** Individual rights and responsibilities are known and respected by all members of the school community. Students and staff are proud of the school and feel responsible for its reputation.

- In **ongoing curriculum development,** efforts to match the identified needs of students with appropriate curriculum, materials, and practices are continually made by instructional staff.

- All school staff continually seek ways to insure the **maximum use of instructional time** in which students are engaged in planned and meaningful learning activities.

- **Student progress is frequently monitored.** Staff give students frequent feedback on their progress. Multiple student outcomes (including academic, social, personal, and vocational preparedness) are valued and systematically measured. Results of student testing are used for individual and schoolwide instructional planning.

- There are **positive home-school relations**. Parents and other community members understand and support, through active involvement, the basic mission of the school. A wide variety of collaborative relationships exist which support school programs and policies.

One of the effective schools correlates –“safe, orderly, and positive school environment”– has a direct connection to school safety. “Safety” in this correlate, however, usually is defined as physical safety. Broader interpretations of this correlate includes a positive, orderly learning environment – one in which students and teachers feel safe, are free from distractions, and have a sense of shared pride, collegiality, and team spirit. Effective schools become safe schools.

It is conceptually convenient and helpful to consider the safe school dimensions and the effective schools correlates independently. Efficient safe school planning, however, acknowledges that the various components of the safe school dimensions are interdependent. Comprehensive safe school plans require a concerted effort to integrate programs to improve safety with programs to improve the quality of education delivered to students. The following chart shows the relationship between the safe school components (and their elements) and the correlates of effective schools. It is provided to assist the integration of safe school planning with existing school site improvement efforts.

School Safety Components and Effective School Correlates

		Correlates							
		School Mission	Instructional Leadership	High Expectations	Safe, Orderly, and Positive	Ongoing Curriculum Development	Maximum Use Of Instructional Time	Frequent Monitoring of Student Progress	Positive Home-School Relations
Components	**Student and Staff Personal Characteristics**	Individual Characteristics; Ethnic/ Cultural Diversity	Staff Experience and Expertise		Ethnic/ Cultural Diversity	Staff Experience and Expertise	Staff Experience and Expertise	Health Concerns; Individual Characteristics	Community Social Problems
	School Physical Environment				School • Location • Grounds • Buildings • Classrooms				School Location
	School Social Environment		School Organizational Structure; Principal as Leader		Participation and Involvement		Classroom Organization Structure	Classroom Organization Structure	Participation and Involvement
	School Cultural Environment	Behavioral Expectations; Academic Expectations		Behavioral Expectations; Academic Expectations; Discipline and Consequences	Affiliation/ Bonding; Discipline/ Consequences; Support/ Recognition				Affiliation / Bonding; Support / Recognition

Appendix K

CITATIONS

Arthur, R. F. (1988). "Gangs and Schools." *CTA Action*. (June/July): 12-13.

Assembly Office of Research (1986) *California 2000: A People in Transition*. Sacramento, Calif.: Joint Publications Office (P.O. Box 942849, Sacramento, Calif. 94249-0001).

California State Department of Education (1989). *A Report to the California State Legislature Regarding the Standard School Crime Reporting Program*. Sacramento, Calif.: California State Department of Education.

Edmonds, R. R. (1979). "Effective Schools for the Urban Poor." *Educational Leadership.*,Vol. 37 (October), 15-27.

Erickson, F. (1987). "Conceptions of School Culture: An Overview." *Educational Administration Quarterly*., Vol. 23 (November), 11-24. Sage Publications, Inc.

Los Angeles County Office of Education (1988). Response to the Governor's Commission on Educational Quality: White Paper on School Safety. Downey, Calif.: Los Angeles County Office of Education.

McEvoy, A. W. (1988). "Shocking Violence in Schools." *School Intervention Report*, Vol. 1, No. 7 (April), entire issue. Holmes Beach, Florida: Learning Publications, Inc.

Noddings, N. (1988). "An Ethic of Caring and Its Implications for Instructional Arrangements." *American Journal of Education*, Vol. 96, No. 2 (February), 215-229. Chicago: The University of Chicago Press, at p. 223.

Rascon, A. Jr. (1988). "Police on Campus – The Order of the Day." San Diego, Calif.: San Diego City Unified School District Police Department.

Appendix L

REFERENCES

Anderson, C. X., "The Search for School Climate: A Review of the Research." *Review of Educational Research,* 52 (Fall), 368-420. 1982.

California Council on Criminal Justice, *Final Report: State Task Force on Youth Gang Violence*. Sacramento, Calif.: California Council on Criminal Justice. 1986.

California Council on Criminal Justice, *Final Report: State Task Force on Gangs and Drugs*. Sacramento, Calif.: California Council on Criminal Justice. 1989.

California Office of the Attorney General and California Attorneys Association, *SARB: Partnership in the 80's*. Sacramento, Calif.: Crime Prevention Center. 1986.

California Office of the Attorney General, *Child Abuse: Educator's Responsibility*. Sacramento, Calif.: Crime Prevention Center. 1986.

California Office of the Attorney General, *Schools and Drugs: A Guide to Drug and Alcohol Abuse Prevention Curricula and Programs*. Sacramento, Calif.: Crime Prevention Center. 1987.

California State Department of Education, *Improving the Human Environment of Schools: Problems and Strategies*. Sacramento, Calif.: California State Department of Education. 1979.

California State Department of Education, *School Attendance Improvement: A Blueprint for Action*. Sacramento, Calif.: California State Department of Education. 1983.

California State Department of Education, *Suicide Prevention Program for California Schools*. Sacramento, Calif.: California State Department of Education. 1987.

Chrispeels, J. and Meaney, D., *Building Effective Schools: Assessing, Planning, Implementing*. San Diego, Calif.: San Diego County Office of Education. 1985.

Commons, Dorman, (Chair of California Commission on the Teaching Profession). *Who Will Teach Our Children?: A Strategy for Improving California's Schools*. Sacramento, Calif.: California Commission on the Teaching Profession. 1985.

Los Angeles County Office of Education, *School Climate: 180° turn: Negative to Positive*. Downey, Calif.: Division of Evaluation, Attendance and Pupil Services. 1985.

National School Board Association, *Toward Better and Safer Schools.* Alexandria, Vir.: National School Boards Association. 1984.

National School Safety Center, *Gangs in Schools: Breaking Up Is Hard to Do.* Malibu, Calif.: Pepperdine University. 1988.

National School Safety Center, *School Discipline Notebook.* Malibu, Calif.: Pepperdine University. 1986.

National School Safety Center, *School Safety Check Book.* Malibu, Calif.: Pepperdine University. 1988.

National School Safety Center, *Student and Staff Victimization: NSSC Resource Paper.* Malibu, Calif.: Pepperdine University. 1986.

Olsen, L., *Crossing the Schoolhouse Border: Immigrant Students and the California Public Schools.* San Francisco, Calif.: California Tomorrow. 1988.

Rapp, J. A., Carrington, F., and Nicholson, G., *School Crime and Violence: Victims' Rights.* Malibu, Calif.: National School Safety Center, Pepperdine University. 1986.

United States Department of Education, *Schools Without Drugs.* Washington, D. C.: U.S. Department of Education. (Available from Pueblo, CO 81009). 1987.